

# THE SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association

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## RECOGNITION OF EDUCATION

(The following resolution prepared by Supt. Fred M. Hunter of Oakland and Chairman Glascock of the Council Committee on Co-operation received unanimous approval at the recent Council meeting. The Executive Secretary was instructed to transmit this resolution to the Chairmen of the two great political parties. His letter of transmittal follows.—Editor.)

Honorable Homer S. Cummings,  
Chairman, Democratic National Committee,

Honorable Will H. Hays,  
Chairman, Republican National Committee,  
Washington, D. C.

Dear Sirs:

The proper education of the boys and girls of America, to the end that we may safeguard the citizenship of this nation, is the outstanding problem before us today.

The thought which prompted the framing of the resolution enclosed herewith is the one uppermost in the minds of 700,000 teachers the country over, and of millions of voters and taxpayers in every State in the Union.

It is in no perfunctory spirit that we urge you to give recognition, through a plank in your party platform, to the needs for adequate public education, and to the proper financial support thereof. The schools belong to the people. Education is a matter of State concern. National participation in the conduct and support of our public institutions of learning is imperatively called for.

It is with a high degree of satisfaction that I transmit to you the enclosed. We await in a spirit of confidence your assurance of favorable action thereon.

Yours sincerely,

ARTHUR H. CHAMBERLAIN,  
Executive Secretary, California Council of Education.



## RESOLUTION

The war has made clear to the public mind that a fundamental relationship exists between public education and a democracy. All people, as never before, recognize that our national ideals and those purposes for which America's civilization stands can never be accomplished in the full without an adequate and universal system of public education—a system of public education broader in scope and farther-reaching in its application than has ever existed before.

Public sentiment in America has come to recognize that education is a matter of most vital national concern and the first business of the republic. In spite of these patent facts, a great national crisis exists in the educational system of the country which threatens its very being.

In the light of this situation, the representatives of the California State Teachers' Association, representing 20,000 teachers of the State of California, in annual convention assembled, urge the national committee of the Republican Party and the national committee of the Democratic Party to include in their respective platforms a plank which shall recognize the fundamental necessity of a public educational system.

First—which shall offer to all the children of all the people of the United States of America a training which shall be adequate to prepare them to be intelligent, efficient, responsible and socially conscious citizens; and

Second—which shall receive financial support from national, state and local sources comparable to its fundamental importance.



# EDITORIAL



THE Executive Committee of the School Superintendents of California, met in San Francisco on April 9th, and decided that a constitutional amendment to provide sufficient money for the

## AN APPEAL TO THE PEOPLE

support of the elementary and secondary schools should be submitted

at the November election. On the following day, this committee submitted its report to the Council of Education in session at the Hotel Oakland. The Council referred the report to its committee on school revenues and taxation. Later in the day, the committee reported in favor of the plan, and the Council approved it unanimously. The present draft of the constitutional amendment is found on page 278 of this issue.

This amendment embodies substantially the proposals agreed upon, namely, that the State and the county should furnish \$30 per unit of average daily attendance for the support of the elementary schools, and that the State should furnish \$30 and the county \$60 per unit of average daily attendance for the support of secondary schools, and that the constitution shall provide for district taxation, as well as State and county support, and that the kindergarten should be taken care of through district taxation.

The Council authorized the President of the Council to appoint an initiative campaign committee, and set aside the surplus amounting to more than \$1000 from the former initiative and referendum campaigns for the immediate use of the committee. The Council decided that the recommendation should be made to the teachers employed by the public

schools of the State of California, that they contribute \$1 each for the campaign fund, and that this money should be paid to the Treasurer of the Campaign Committee. It is hoped that the teachers in every district will attend to this detail of the campaign without further efforts on the part of the committee.

As soon as it is possible to do so, the petition blanks will be put in proper shape, and will be distributed throughout the State of California. It is hoped that every teacher will circulate a petition, and will secure at least ten signatures. Only those may circulate petitions who are duly registered voters in the county in which they circulate the petitions. The first and most immediate duty of teachers is to register so that they may do this work as soon as the petition blanks reach them. It may be the first of June,—it may be a few days later than that before the blanks will be ready for distribution. Such being the case, it is highly important that those teachers who close their schools before that time, shall send their names and home addresses to the committee, so that they may be listed, and blanks sent to them wherever they may be at the time the campaign begins.

The superintendents' committee and the Council deemed it inadvisable to submit a constitutional amendment of a proposed law, fixing a minimum salary. It seemed better to make the appeal to the people on a minimum provision for each child who might be in attendance in the public schools of the State, and to trust to the good judgment and the patriotism of the State Legislature, and of the school boards, for the fixing of salaries.

MARK KEPPEL

**I**N his appeal to the people, appearing in the editorial above, Mr. Keppel sets out the need for an initiatory proposal for a constitutional amendment providing for more adequate financing of our schools. On page

#### PROPOSED

#### CONSTITUTIONAL AMENDMENT

278 will be found the draft of the proposed amendment. Decision to submit such a proposal has been made by the Committee of City and County Superintendents, of which Mr. Keppel is chairman, and the Committee on School Finance and Minimum salaries of the Council of Education (and concurred in by the entire Council). The High School Principals in convention assembled at Asilomar, decided unanimously, as pointed out in our last issue, on a minimum salary of \$1500. There is, however, a hearty concurrence in this slightly modified plan, as we go to the people, not primarily for money to pay salaries, but for money sufficient to keep the schools open, to operate them, to educate the boys and girls of the State. This means money for salaries. It will be strange, indeed, if through safeguarding the salary matter, an equivalent of \$1500 minimum is not secured to most teachers.

That our campaign may be effective, all must work together. Some of the more wealthy districts have desired to place a higher minimum than \$1500. In other districts even that amount seems impossible to secure, as a limit of taxation has been reached. The stronger must aid the weaker, and if we are to have a State system of schools the wealthy city must contribute to the support of the poorer districts. This proposed constitutional amendment, if enacted into law, will preserve the integrity of our school system. Trustees, Boards of Education, Commercial and Civic organizations, Parent-Teacher Associations, the press, and the public generally are with us.

The heavy taxpayers in any community, or in any State, those who can best afford to pay taxes, are those, usually, who offer most objection to increased rates. Politicians, too, often fear to take an aggressive stand, if thereby it means increase in the tax rate. It is becoming recognized, even by these financial interests, that education is the most important interest today. About two persons out of every eleven of our population are of school age.

In a recent article by F. J. Lisman entitled, "Education, Taxation and Peanut Politics," in the April 7th "Commerce and Finance," this statement is made: "There was a mass meeting of teachers at Carnegie Hall one day last week, where Ex-Secretary of the Treasury McAdoo put the case for the teachers most succinctly. He states: 'The foe of democracy is ignorance, and the foe of ignorance is the public schools. We cannot have schools without teachers. We cannot have teachers without reasonable salaries to enable them to discharge their duties. This means taxes, and politicians are as bold as lions in all matters but one, and that is taxes.'" Mr. Lisman says further in his article: "In the world competition, that country will lead which has the most thorough and intelligent school system." To preserve such a school system as is needed, it will be necessary in this State, to carry through the constitutional amendment.

It should not be lost sight of, as pointed out in our last issue, that not only must the salaries of grade teachers and high school teachers be increased, but this increase should go from top to bottom of the school system. It is a sad commentary upon our State that the average annual salary of our county superintendents is less than \$1900, and the average annual salary of our city superintendents barely more than \$3500. The teachers in our normal schools, exclusive of admin-



istrative officers, receive an average of \$155.00 per month. It is high time that we awoke to the grave danger into which we are drifting and see that there is an increase of salary all along the line, not simply that we may retain the teachers who are now in the schools, but that we may draw to the teacher training institutions those men and women thoroughly qualified to carry on the most important work confronting any people.

Every mail brings to our desk reports from high school districts, counties and cities, that interest is spreading and that salaries of elementary and high school teachers and of principals will be increased next year.

A. H. C.

**T**HE annual meeting of the California High School Association will be held as formerly, in conjunction with the summer session at the University of California. The dates for the meeting at Berkeley are June 29, 30 C. H. S. A. and July 1. President F. MEETING H. Boren, Principal of the University High School, Oakland, is preparing a program that will attract many high school people. It is possible this year, as heretofore, to secure the services of a number of the leading educators of the country who are offering classes in the summer session.

This year is the first time for a session of the Association to be held in the South. The meeting will be at the Southern Branch of the University of California, on June 28. Here, as at Berkeley, some of the best talent locally, and from a distance, will be called into service. Dean Deutsch of the summer session of the Southern Branch, and Dean Hart of the University at Berkeley, are aiding in every way to make these sessions the most valuable yet held.

The proceedings of the Association, published annually, immediately at the

close of the meeting, are widely sought by educational folk throughout the country. It is desired to produce this year a specially valuable volume and to that end every high school teacher in the State is urged to at once take out a membership (50c). Kindly send your names directly to the office of the Executive Secretary, or the High School Principal will be glad to receive the fees.

High school teachers should note that the dates of the meetings, as formerly announced, have been changed somewhat, this to accommodate those who may wish to attend the N. E. A. at Salt Lake City, but who do not want to miss the High School sessions. Those who attend the meeting at Los Angeles on June 28 will have ample time to reach Salt Lake City July 4. Those who attend the meeting at Berkeley on the 29th and 30th and July 1st, may leave on the 2nd and arrive at Salt Lake City on time.

A. H. C.

**A** PROPOS of a note in our January issue that "vocational education has experienced a falling off since the war began," there comes an investigation into the matter. Information was received from 24 localities, and **VOCATIONAL EDUCATION** only partially confirms the news note.

The original item came from Cincinnati of which John F. Arundel, director of the department of vocational education in that city, says: "the figures are true and we feel are explained by the high wages the average worker is receiving at this time." R. O. Small, State Director of Vocational Education in Massachusetts makes a like statement that "the war and the large opportunities for employment of children operated to cut down the enrollment in vocational schools." New Jersey reports about eight per cent. fewer students in

such schools than in 1917, probably much fewer than in 1914-1915. Michigan reports a falling off, not in the public schools, but in certain trade schools. In Minnesota, the deficiency is due to a "lack of qualified men teachers for these positions," and in part, to "the high salaries commanded by teachers of agriculture and manual training as compared with salaries before the war. South Dakota reports less interest "in the industrial arts work now than during the war."

We are under obligation to Mr. Bennett for this investigation suggested by the Cincinnati note in the January News, and for permission to use the information. The apparent divergence of conclusions in the matter may be due in part, at least, to a common confusion of terms. The diminished attendance seems to be mainly in the indifferenced manual training classes and in the industrial or mechanical courses, not in the distinctly vocational Smith-Hughes courses. Notwithstanding the occasional smaller attendance in some sections of the country, there is, however, a healthy sentiment and an aroused confidence in business circles, looking to better training of workers. Indeed this very demand for better equipped workmen, calling for a larger scholarship as a basis for vocational training, may, for the time being, explain any smaller enrollment in the special schools. One director admits there is a "change in the type of vocational education demanded because the war demonstrated the necessity for a much more practical education even in industrial lines than we had before." Closing his very satisfactory summary, Mr. Bennett is convinced that:

After making due allowances for the present demand for labor; for the large salaries paid to workers in the industries, in the offices and on the farms; for the unpreparedness of many states and cities and towns to finance vocational education on a comprehensive scale; for the shortage of properly qualified teachers; and for the fact that not all the

states are represented in the above statements, it still seems to be true that the past year has been one of increased attendance and substantial progress in vocational education. If there has been falling off in some directions, there has been, also, great gains in others, and it is probable that even the falling off is temporary in most cases.

One can scarcely fail to agree that, whatever may be the present condition of vocational education, the outlook, for both wage earners and would-be wage earners is encouraging. R. G. B.

**A** GAIN the N. E. A. is to hold its annual session at Salt Lake City. This is a tribute to Utah, the City of Salt Lake and the people.

Never before or since the last meeting at Salt Lake in 1913, have we **THE** been received with greater enthusiasm; never has more thoughtful appreciation been offered for our comfort and convenience; never has more extended courtesy been shown to our members than at Salt Lake. There is no better assembly room in the United States than the great Tabernacle; no better arranged hotel for convention purposes than Hotel Utah, and the Newhouse Hotel is as good as the best in most cities. The State has written into its statutes educational laws more forward looking in some respects than exist in any other State in the Union.

A program is being arranged by President Josephine Corliss Preston sufficiently attractive to tempt teachers in large numbers from every part of the country. The local arrangements include many sight-seeing trips to places of interest in Utah. There are many industrial centers that may be studied with profit. There are opportunities this year to combine professional advancement with outing and sight-seeing rarely offered. Hundreds of Eastern teachers, following the Salt Lake meeting, will plan to see the Pacific Coast. They will visit Yellow-

stone Park, Glacier National Park, Rainier National Park, journey down the Columbia River, see the Great Glaciers of the Canadian Rockies, travel by the Inside Passage to Alaska. They will see Yosemite, the Great Trees, the Grand Canyon and Cliff Dwellings, and the many other interesting features of the West.

The following letter, signed by Superintendent Fred M. Hunter, of Oakland, who is State director of the N. E. A. for California, and State Superintendent Will C. Wood, has gone to the teachers of California:

You can help the schools and the teachers of your country and of California by attending the meeting of the National Education Association, Salt Lake City, July 4 to 10. This meeting will probably determine whether or not the 700,000 teachers of the United States can weld themselves into a united professional organization for the purpose of securing the recognition which belongs to education as a fundamental American policy.

The issue of the convention will be the reorganization of the Association upon the general plan that has been so effective in California and which has resulted in the great legislative measures which the schools of California have been able to secure. The results of the meeting will greatly affect our national policies in education, the conditions here and everywhere under which teachers work, and the sum total of the results of the work of the public schools.

The teachers of California have long stood in the forefront as leaders in educational thought and action. They have exerted a powerful influence over national policies. At this time of crisis teachers of California can render another signal service to the educational system of the country and to their own schools by attending this critical meeting and participating in it. A California teacher has been honored by being given a position of leadership in the National Education Association. She has done and is doing a great work in welding the teachers into a unified and effective organization nationally. The rank and file of teachers in California have the opportunity at Salt Lake to complete this splendid work.

See the April issue of the N. E. A. Bulletin and succeeding issues for program subjects.

The following is an extract from the N. E. A. Bulletin regarding stop-over privileges:

"Application has been made for reduced round trip rates for the Salt Lake City meeting July 4 to 10, with 60 days stop-over privileges."

Will you circulate this letter and the inclosed copies among the members of your school force?

Arrangements are now being made for a special train from Los Angeles and San Francisco to the N. E. A. Further de-

tails will be announced in the June issue of the Sierra Educational News. We shall be glad to give any information possible and invite correspondence with this office.

A. H. C.

THE California High School Principals, in annual convention assembled, gave unanimous approval to a resolution of endorsement of the Teachers' Registration Bureau. The resolution reads:

#### TEACHERS'

#### REGISTRATION BUREAU

"We pledge to the newly organized Registration Bureau, now functioning under the direction of the C. T. A., our hearty and loyal support."

This action is typical of the approval and co-operation everywhere given. It requires time, energy and funds to organize and to put in successful operation such a bureau. The amount asked of each registrant is so small that sufficient funds are not available as yet to give proper publicity to the existence and work of the bureau. It is only through the aid and sympathy of those who may not need its services even that the existence of the bureau may be brought to the attention of every teacher in the State. A group of more than 100 men and women, most of them High School Principals, met in conference at Asilomar and voiced united opinion on the value and necessity of the bureau.

Our readers will recall the great interest taken by Dr. Judd, of the University of Chicago, in the organization of such a bureau and his suggestions made during his visit to California some years ago, that our State Teachers' Association, owing to its progressive attitude, should take the initiative in this movement. Dr. Judd's article, entitled, "State Registration of Teachers," in the February, 1915, issue of the "Sierra Educational News,"

is recalled in this connection. Special interest, therefore, centers in an editorial in the "Elementary School Journal" for March, 1920, in which Dr. Judd, after quoting the editorial appearing in our February issue regarding this bureau, says:

The California Teachers' Association has been a leader in many matters of organization. For some years past it has had under consideration a step which has finally been taken.

It is certainly a forward step in American school organization when the business of finding places for teachers is taken over by a responsible public organization. The commercial teachers' agencies are not to be condemned because the school systems of the country have to depend largely on them for the placement of teachers. To be sure, there are many unfortunate consequences of the lack of public supervision of the matter of placement. On the other hand, the public would suppose the commercial agencies did not fill the gap. The effort has been made in some States to develop teachers' agencies under the control of the State departments. The Department of Labor and the Bureau of Education attempted to establish federal agencies. All these experiments show the tendency toward a responsible public management of what is now in private hands.

The California Teachers' Association has recognized the importance of rendering a service to the school system and at the same time of strengthening its hold on its members by rendering for them and for the schools with which they are connected a service which is so obviously a co-operative service that the California example will doubtless be imitated by other State teachers' associations.

If those interested in the bureau, not only superintendents, principals and members of school boards and school trustees, but teachers as well, will write us, it will be rendering a needed service. A number of commercial departments in high schools have undertaken to assist in the copying of papers, preparing of form letters, and so forth. The bureau exists in the interests of the schools, is controlled by the teachers through their association, and under direct management of the Council of Education, through the office of the Executive Secretary. There is no private element involved, the salary of the manager, Mr. Rogers, and the expenses of the bureau being met from the regular budget, as are other salaries and expenses of the association.

A. H. C.



Dr. W. W. Kemp

**B**Y training and experience Dr. W. W. Kemp, who has just been appointed to the Presidency of the State Normal at San Jose, is admirably fitted for his new duties. During the five years past he

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has been professor of Educational Administration at the University of California. His experience covers public school teaching and supervision and work in teacher training institutions. He holds degrees from Stanford and Columbia Universities and is thoroughly at home on the lecture platform. He has frequently been called upon to engage in important surveys.

The San Jose Normal and her sister schools have rendered a great service in California. In common, however, with many other Normal Schools throughout the country, they have sometimes been slow to catch the spirit of the day. Normal Schools everywhere have had to fight their way against the stubborn resistance of the Universities. An average monthly salary of \$155.00 for Normal School teachers in California shows clearly a neglect that must be remedied. There is work for Dr. Kemp to do and we believe he will do it.



## STRASBOURG DELIVERED

H. O. WILLIAMS

Principal Sacramento High School

CONSIDER it one of the greatest of the many pieces of good fortune that I had in my year in France to have been able to spend some three months in the liberated city of Strasbourg, the capital of Alsatia Irridenta, but which is now happily restored once more to the maternal bosom of France. No city that I have seen has won such a place in my affections. Is it because of the rich historical and literary associations? (It is the city of Goethe, the city of the Marseillaise, the city of Gutenberg.) Is it, perhaps, because of the wonderful cathedral, whose marvelous spire rises far above the tiled and dormer-windowed roofs, showing in the soft light of morning and of evening like a fairy structure of lace against the sky? Is it because of the wide, well-kept and tree-bordered streets? Is it because of the hearty welcome which these brave Alsations, who have resisted German intolerance for a half-century, gave to the Americans? Probably it is because of all of these reasons that I am carrying away a strong love for the place, and a determination to revisit it.

Were the people of Strasbourg and of Alsace glad to change their allegiance from Germany to France? Well, rather! Judging from what they did and what they say! "We knew that the Germans would be defeated," I was told many times. "We knew that we were to become French again." It was this feeling of assurance, coupled with the news that filtered in through Switzerland, that led them to discount the glowing reports of victories that the Huns gave out in official bulletins. In fact, the Alsations made no secret of their distrust, and expressed an amused contempt for the bulletins. Finally, in despair, the Germans had recourse to their typical method and added at the bottom of the notices: "Verboten zu lächeln" (It is forbidden to smile when reading this bulletin). That seems to me to mark the acme of Teutonic stupidity.

## German Attitude

The utter failure of the German mind to understand human psychology has often been commented upon. It was to a large extent responsible for the costly errors that they made in the conduct of the war. Their treatment of the Alsations, tending always to make them more bitter and more disloyal, is in keeping with other errors. The speaking of French

was absolutely forbidden during the war, and in carrying out this order the officials acted most unreasonably. Little children were punished by military authority if they happened to say "Bon Jour!" instead of "Guten Morgen." A young woman of my acquaintance was arrested for reading a French book while riding on a railway train!

The experience of my good friend Mademoiselle Schmutz is most interesting. Mademoiselle lives in the city of Strasbourg, where she



German Imperial Palace in Strasbourg. Used as a hospital during the war. The vacant pedestal used to support a colossal statue of Wilhelm I.

conducts an industrial school for young women, teaching them needlework and lace-making. Her mother, an aged woman of four-score, lives with a brother in the suburbs. One evening, when the mother was returning home after having spent a day with her daughter, the latter accompanied her to the car, and as the old lady was boarding it the daughter said, instinctively, "Fais attention, maman." She was immediately siezed from behind by a German officer, who called her an Alsatian spy and turned her over to a policeman. The latter took her to jail. She tells me that when she was brought up for trial the next day she discovered that she was in good company! Many of her friends and acquaintances were there also, arrested like her for some peccadillo. She was greeted with laughter and applause, for her strong French sympathy was well known. She was given a 15 days' sentence, being fed two days of the week on bread and water only, because she had been insolent. Her insolence consisted in calling down the guard, who insisted on addressing her as "Du" instead of "Sie," and calling her a "Frau" instead of a "Dame," and in saying

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Were the people of Strasbourg and of Alsace glad to change their allegiance from Germany to France? Well, rather! Judging from what they did and what they say! "We knew that the Germans would be defeated," I was told many times. "We knew that we were to become French again." It was this feeling of assurance, coupled with the news that filtered in through Switzerland, that led them to discount the glowing reports of victories that the Huns gave out in official bulletins. In fact, the Alsations made no secret of their distrust, and expressed an amused contempt for the bulletins. Finally, in despair, the Germans had recourse to their typical method and added at the bottom of the notices: "Verboten zu lächeln" (It is forbidden to smile when reading this bulletin). That seems to me to mark the acme of Teutonic stupidity.

## German Attitude

The utter failure of the German mind to understand human psychology has often been commented upon. It was to a large extent responsible for the costly errors that they made in the conduct of the war. Their treatment of the Alsations, tending always to make them more bitter and more disloyal, is in keeping with other errors. The speaking of French

was absolutely forbidden during the war, and in carrying out this order the officials acted most unreasonably. Little children were punished by military authority if they happened to say "Bon Jour!" instead of "Guten Morgen." A young woman of my acquaintance was arrested for reading a French book while riding on a railway train!

The experience of my good friend Mademoiselle Schmutz is most interesting. Mademoiselle lives in the city of Strasbourg, where she



German Imperial Palace in Strasbourg. Used as a hospital during the war. The vacant pedestal used to support a colossal statue of Wilhelm I.

conducts an industrial school for young women, teaching them needlework and lace-making. Her mother, an aged woman of four-score, lives with a brother in the suburbs. One evening, when the mother was returning home after having spent a day with her daughter, the latter accompanied her to the car, and as the old lady was boarding it the daughter said, instinctively, "Fais attention, maman." She was immediately siezed from behind by a German officer, who called her an Alsatian spy and turned her over to a policeman. The latter took her to jail. She tells me that when she was brought up for trial the next day she discovered that she was in good company! Many of her friends and acquaintances were there also, arrested like her for some peccadillo. She was greeted with laughter and applause, for her strong French sympathy was well known. She was given a 15 days' sentence, being fed two days of the week on bread and water only, because she had been insolent. Her insolence consisted in calling down the guard, who insisted on addressing her as "Du" instead of "Sie," and calling her a "Frau" instead of a "Dame," and in saying

to the judge, who charged her with being guilty of breaking the law, "Well, if you say so, I suppose I am." Utter contempt for their tyrants marked the way in which these people received and endured their penalties.

The visitor to Strasbourg today will be shown three things which speak eloquently of the joy with which the Alsatians heard that the hated Prussian yoke was lifted. In Place Broglie, the main square of the city, in front of the municipal theatre, is a vacant pedestal beside a fountain. On that pedestal used to stand an ugly (most German art is ugly in Strasbourg) statue of Father Rhine. It was the gift of some wealthy Boche resident who wished to perpetuate his memory and glorify the Vaterland. But after the armistice was signed

it was ignominiously pulled down and dumped into the river which it typified.

In front of the heavy, gross-featured Imperial "Palast" is another vacant pedestal. No, I ought not to say vacant, for it now supports a captured German aeroplane. It used to be the base for a heroic statue in bronze of Wilhelm I, grandfather of the late unlamented Kaiser. Last November the Alsatian students of the University got a rope and pulled it down into the



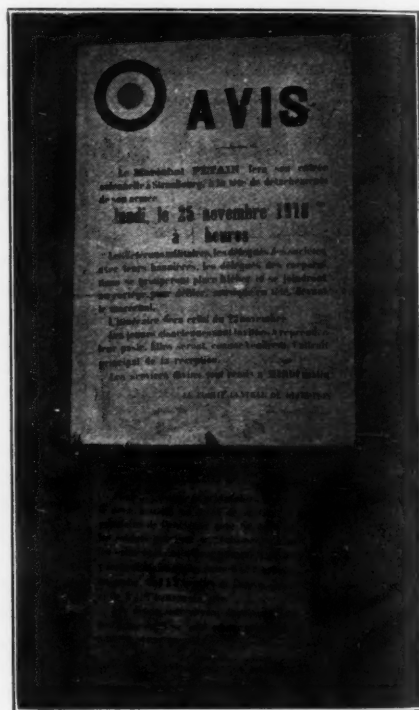
Facade of the General Post Office, showing the headless statues of the three German Emperors. These statues were decapitated by the Alsatians on the occasion of the armistice, November, 1918.

street, breaking it into a thousand fragments.

More interesting yet are three headless statues that grace (?) the facade of the general postoffice. To the left of the main entrance are three statues of medieval heroes which serve as pilasters. To the right, balancing them as an architectural feature, are these headless ones. The heads were those of the three emperors of the German Empire, the two Wilhelms and Frederick. They parted company with their imperial bodies during those same stirring days of last November.

At the outbreak of the war thousands of

young Alsatians were forced into the German army to fight for a nation which they abhorred and whose defeat they anticipated. Many devices were employed to evade service or escape into France, where many enlisted and fought for the liberation of Alsace. Speaking one day to an Alsatian who had served in the German army and who had cousins in the French, I said, "For all you know you might have killed one of your own cousins." "No," he replied, "I do not think I ever hurt a Frenchman. I always shot too short."



Official notice proclaiming the triumphal entry of General Petain and the French troops into Strasbourg, and calling upon the Alsatians to participate in the welcome.

The story of young Jack Weill, of Strasbourg, I find the most amusing. During an attack upon the French lines, Jack, not willing to be killed in defense of Germany, and not wishing to kill any of the French, hid behind a hedge. A German captain found him and drove him out, at the same time making a note of his name for punishment later on. In the fight the German captain was killed, but in his notebook was found Jack's name with a cross after it. The major who had the book sent for young Weill and asked him what brave deed he had done to merit this notation. Jack was



duly modest, but the major insisted that he must have done something meritorious, and recommended him for the Iron Cross, which he still possesses!

Another young Alsatian, Mr. S——, finding the service with the Hun more and more irksome, and wishing to be rid of it all, adopted the following plan: He wrote a letter to an uncle, strongly condemning the Germans and calling them several impolite names, including "Schweine," and left the letter unsealed in his billet. As he expected, a secret service officer found it. He was court martialed and put in prison, where he remained until the armistice was signed. But prison life was far more agreeable than fighting for the hateful Hun.

#### German Frightfulness

In conclusion, a story of German inhumaneness toward prisoners. While this does not illustrate the feelings of the Alsations, it bears on the subject thus much. Although the Alsations knew the horrible things that the Germans did to their prisoners they nevertheless persisted in their unyielding attitude toward their oppressors.

Strasbourg has one of the largest, if not the largest, public hospitals in Europe. It dates from the thirteenth century and is magnificently endowed. The grounds comprise some 200 acres. There are about thirty different buildings, and, in all, 4000 beds. As the hospital has been enlarged in the last few years under German control one can not help wondering if this was only another piece of foresight, in view of the coming of "Der Tag" when hospitals would be useful!

During the war the hospital was full of wounded, both French and German. My friend Mademoiselle Schmutz was a nurse there, and tells me the following remarkable story:

After the battle of the Donau the hospital received large numbers of German wounded, including several members of a Bavarian regiment. One of the latter, very severely, in fact hopelessly, wounded, was placed in Mademoiselle's ward. She and Sister Mary, the nun who shared with her the care of this ward, gave him what attention they could, but expected him to pass out in a few hours. Strangely enough, it seemed he could not die, though the physician said he could not live. A wild, strange look was in his eyes: so wildly strange that it was frightful, and in the course of the night following his arrival in the hospital Sister Mary, who was on duty alone, came to Mademoiselle and said, "Will you come and

stay with me? I am afraid of that Bavarian. He will not say anything, but his looks terrify me." The two women came to his bedside, and my friend questioned him in German: "Have you some message you want to send to your wife?" "Nein." "Is it something you have stolen that is weighing on your mind?" "That is a little matter." "Would you like to have one of us pray for you?" "Nein," again. They were in despair. Presently of his own accord he told his story, painfully, gaspingly, with his head resting on Mademoiselle's shoulder:

During the battle three French Alpine chasseurs, brave fellows whom their countrymen call the "blue devils," had been wounded and



German "Soldatenheim" (Soldiers' Home) at Mutzig. After the armistice this building was turned over by the French authorities to the Foyers du Soldat (Y. M. C. A.) as a social centre for French troops.

had rolled down a slope close to the German lines. There they lay, moaning and calling for water. The German colonel called two of his soldiers and said to them, "I'm tired of hearing that howling. Go and pull their tongues out." They did so. The poor devils in blue, still living, but with added pain from the torture, continued their awful moaning. Then the colonel ordered his men to go to a sawmill nearby and get sawdust and fill their mouths so they could not moan. This was done, and so the brave chasseurs died.

When the Bavarian soldier in the hospital had finished this confession of participation in this act of hellish barbarity, he fell back dead upon Mademoiselle's shoulder.

The war is over. Hun "Schrecklichkeit" failed to terrorize either the Alsations or the Allies. It has come back like a colossal boom-erang upon the nation that fostered it. That they have yet learned the lesson is doubtful. Until they do so, it is well for us to hear these stories occasionally, "lest we forget."

## REORGANIZATION OF TEACHERS' ASSOCIATIONS

THE problem before this committee has seemed to divide itself into two parts; first, what definite amendments to the By-Laws of the California Teachers' Association should be proposed to the State Council of Education at this time; second, what suggestions might be offered through the council to the sections as to principles of section organization most in harmony with the By-Laws of the State Association and most likely to give light, efficiency, and harmony to the sections and to the State Association.

First, as to definite proposals for the amendments for the By-Laws of the State Association:

For some time there has been a feeling on the part of many members, first, that the State Council need not be so large, and second, that if reduced in size, it might perform the functions now assigned to the Board of Directors, and so bring the legal control of the Association one step nearer to the "Stockholders," that is, to individual members in the respective local sections.

In accordance with this thought your committee therefore proposes that in Article XI of the By-Laws the words "three hundred" be changed to read "one thousand." Upon this basis of representation, the council would be reduced, not to one-third its present number, as might be supposed, but to one-half. That is to say, keeping provision for ex-officio representation just where it is now, the northern section would have three representatives, the Bay section five representatives, the Central section three representatives, Central Coast two representatives, and the Southern section eight representatives, a total of twenty-one members.

A council of this size would have the full representative value, for purposes of deliberation, that the present council has. And if the southern section is willing to surrender this much more of the advantage which its larger membership would give it, reducing its quota on the council to a little over one-third of the total as against more than one-half under the present plan (on a basis of this year's membership) it is probable that none of the other sections would oppose this new basis of apportionment.

One decided advantage of this smaller council would be the lessened burden of expense for council meetings. If for example, only eight representatives were now coming up from the

south, the appropriation made by the constitution of the southern section for traveling expenses of its representatives could be reduced and still pay all expenses, whereas now it costs each representative attending this meeting from the southern section anywhere from \$10 to \$20 more than the expense fund provided.

A second proposal which your committee on re-organization would submit to the council is designed to effect the second result already mentioned, namely, the transference to the council of the powers now legally held by the Board of Directors. The laws of California governing the incorporation of co-operative bodies requires that a definite number of directors be named in the articles of incorporation. In transferring the power of the Board of Directors to the Council there is therefore a difficulty that by virtue of the representative character of the council and of the shifting membership of the association, the council does not of necessity remain at a fixed number. To obviate this difficulty, your committee proposes that the number be fixed at 21, with a proviso elsewhere in the by-laws that any additional representatives that may, in future, be entitled to join the council, shall be entitled to full participation in business discussions of the council, though not technically directors, until such time as the specified number of directors can again be changed in the articles of incorporation. As this eventuality is not likely to occur in the near future, such a provision will be really theory rather than practice and should cause no worry or discussion to any section.

In recommending that the powers of the directors be transferred to the council, your committee realizes that one further inconvenience is presented by the laws of incorporation, namely, that it will be necessary to retain the term "Board of Directors" (if we are correctly informed on this legal point). Your committee realizes, however, that the term "California Council of Education" has a distinct business and professional value and should be retained. It proposes, therefore, that in wording the proposed changes it shall be stated that the Board of Directors for purposes of convenience shall have as a sub-title, the name "California Council of Education" and that it shall be thus referred to in all non-legal and purely professional references.

Your committee respectfully recommends

that these proposed changes in the corporate By-Laws be submitted to the various sections at the earliest possible moment, with clear explanations of the reasons for the changes and for the continuance of the term "Board of Directors," and that steps be taken to secure the necessary changes in the act of incorporation creating the present California Teachers' Association as soon as the necessary ratification shall have been obtained through action of the sections.

Your committee further recommends in connection with the two fundamental changes suggested above that the exact wording of the necessary alterations in the body of the by-laws in the various sections affected shall be left to the officers of the association through the executive secretary, and that all due care be taken by the association to ascertain from competent legal authority such phrasing for the proposed changes as shall in no wise run counter to the laws of California relating to incorporated bodies.

#### SUGGESTIONS ON SECTION RE-ORGANIZATION

I. In order that it may be possible for sections of the C. T. A. to establish a live representative connection in local organizations of teachers, it is suggested that every locality (whether it be city, district, or county) which is a natural unit for teacher organization, should organize on the basis of one inclusive association, open to all ranks of educators, with sections, if desired, for dealing with all problems affecting definite branches of the service.

II. It is recommended that all sections of the C. T. A. establish either a series of local chapters or that it arrive at this same end through utilizing organizations already established and that each section have (if its size and geographical situation warrant) a council to carry on its business, made up of representatives from the various local groups plus at least one representative from those C. T. A. members in each county not affiliated with any local organization.

III. It is further recommended that each section shall, through its annual meetings, through its council, or through its executive committee, keep in closest touch regularly with the State Council of Education, both in the giving and receiving of suggestions and recommendations.

C. A. WHEELER, Chairman;  
W. L. GLASCOCK,  
ROBERT J. TEALL.

#### THE DOMINANT NOTE OF THE CONVENTION

THE dominant note of the recent Cleveland Convention was democracy. It began when Superintendent Hunter of Oakland announced on the first day that he would offer resolutions at the business session aimed at making the superintendents organization democratic. It ended by the adoption of a resolution proposed by Superintendent Will C. Wood. California was to the front.

Like every other place where true Americans are trying to solve human problems the spirit and principles of democracy were not only announced but were practiced. These superintendents may not know all that democracy means but they know some of the applications to school management. They know it does not mean the enforcement of plans and programs "from above downward." They know also that it does not mean the promotion of a teachers' program "from the bottom upward." Autocracy and soviet government are not the only alternatives. Some fear selfish autocrats, mostly of boss ruled cities, tried to voice an impending educational chaos if teachers are given a determining part in working out the major policies of school departments. One of the encouraging things of the convention was the fact that many superintendents demonstrated that they had learned something from the world war. There was some small talk from the platform and in the lobbies, but in the main these educational leaders are seeing and trying to meet the educational challenge of our era in a masterful way. Participation of all concerned in policies, plans, processes and profits means a new and vital day in education.

It was pointed out that the opportunity for teachers to participate in all educational processes will help to attract and hold high grade men and women in the profession.

The convention was an inspiration. It made one feel proud to be associated with these men and women in this great business. These superintendents looked like men and women of affairs. They were men and women of affairs,—America's greatest affair. They were big men and women. Dr. Evenden remarked that it seemed as if one qualification of city superintendents was to be six feet tall and weigh 200 pounds. All in all the convention made one feel that the executive part of America's educational program is held in great, kind and democratic hands.

C. E. RUGH

## SCHOOL FINANCE AND MINIMUM SALARIES

### Proposed Amendment of Section Six of Article Nine of the Constitution of the State of California

**S**ECTION 6.—The public school system shall include day and evening elementary schools, and such day and evening secondary schools, normal schools, technical schools and kindergarten schools as may be established by the legislature or by municipal or district authority.

The state shall provide for the support of the public day and evening elementary and secondary schools sufficient revenue to produce an amount of money not less than thirty dollars per pupil in average daily attendance for the preceding school year in the public day and evening elementary and secondary schools of the state; provided that the entire revenue derived from the state school fund mentioned in section four of article nine of the Constitution of the State of California, shall be applied exclusively to the support of the day and evening elementary schools of the state.

The legislature shall provide in each county or city and county of the State of California for the levy of county or city and county school taxes sufficient to produce an amount of money for the support of the public day and evening elementary schools of the county or city and county, not less than the amount of money to be provided by the state for the support of the public day and evening elementary schools of the county or city and county, and an amount of money for the support of the public day and evening secondary schools of the county or city and county, not less than twice the amount of money to be provided by the state for the support of the public day and evening secondary schools of the county or city and county; provided that the amount of money to be produced by county or city and county taxes for the sup-

port of the public day and evening elementary schools of the county or city and county, shall not be less than thirty dollars per pupil in average daily attendance for the preceding school year in the public day and evening elementary schools of the county or city and county, and that the amount of money to be produced by county or city and county taxes for the support of the public day and evening secondary schools of the county or city and county shall not be less than sixty dollars per pupil in average daily attendance for the preceding school year in the public day and evening secondary schools of the county or city and county.

The legislature may provide for school district taxes for the public day and evening elementary and secondary schools, and for the technical schools and kindergarten schools to be expended by school districts for such purposes as the legislature may deem proper.

The entire amount provided by the state, and not less than sixty per cent. of the amount provided by county or city and county school taxes for the public day and evening elementary and secondary schools, shall be applied exclusively for the payment of public school teachers' salaries.

All revenues derived under this section shall be used exclusively for the kind of public schools for which such revenues shall be provided.

This section shall become effective upon its adoption; provided that the revenues for the public school system for the fiscal year ending June 30, 1921, shall not be affected thereby.

MARK KEPPEL, Chairman.

The history of the California Teachers' Association, included in the annual report of President Cox, is printed herewith. This report appeared in pamphlet form. At the instigation of the Council copies were sent outside the State. Numerous letters of appreciation and commendation have been received from other States, where the experiences of our State and the results secured by our Association are being used to advantage.



## ANNUAL REPORT OF THE PRESIDENT OF THE CALIFORNIA TEACHERS' ASSOCIATION \*

### FINANCIAL SUPPORT

THE question of teachers' salaries is our biggest problem. It seems to me important to make it clear to the public that it is not a problem of how much shall be paid to the teachers who are now teaching, although this is not unimportant. The real emergency in education arises from the fact that the salaries paid are not only insufficient to hold the teachers now teaching but are failing utterly in tempting people to train for teaching. The shortage of teachers is serious but the increasing prospective shortage of trained teachers is startling. Not until the public is willing to pay teachers not only a "subsistence" wage but an addition thereto of a thrift and cultural wage will our teacher training schools be able to enroll anything like the number of persons that must be trained for teaching if the schools are going to be able to train American citizenship.

The question of more adequate salaries is a question of sources of revenues. The public mind is adjusted already to the payment of better salaries but public officials seem unable or unwilling to find the proper sources of revenue. At the present time, various State officials, through various communications given to the public press, have been urging the necessity of a reduction in public expenditures and particularly calling attention to the large expenditures for education. In no one of these communications coming to my attention has any one of these State officials been fair enough to show that in the last eight years the State has decreased its support to elementary schools from \$16.00 a pupil to \$12.80 a pupil. Guided by our experiences during the last ten years in our efforts to secure adequate funds for the support of the education of our youth, fully conscious of the fact that very considerable increases of revenue for kindergartens, building purposes, high schools and elementary schools have been secured from county and district sources, our hope for securing adequate support for the schools from State sources must rest upon the vote of the people. Inasmuch as you have before you a special bulletin of our Association just issued, I refer you to page 15 for comments made by Secretary Chamberlain on the advisability of an initiative measure. This matter will come

properly before the Association as a part of the report of the Committee on School Finances and Minimum Salaries.

There is no question but that the public is going to deal fairly with the teachers. This being the case, and recognizing the real emergency arising from the shortage of trained teachers constantly increasing during the last five years and to be still further increased by a shortage in enrollment in our teacher training institutions, as good, patriotic citizens, it is our duty to set into operation all of the influences within our power not only to provide adequate salaries to tempt competent persons to train for teachers but to petition teachers, principals and superintendents to encourage the right sort of students to take up teacher training and to call publicly upon the citizens of the country to assist in this matter. Inasmuch as the public is going to see to it that the teacher's position is to be an acceptable one, we should not delay at all our campaign in this matter.

### REORGANIZATION

Reorganization is in the air. The reorganization needed by the California Teachers' Association is a reorganization for which the Association has been standing for 10 years past. That is a larger participation of the membership of the Association in the Association activities. Not only the By-Laws but the repeated utterances of the officers of the Association call for local associations to put forward to the State Association various questions in which they are interested, and the one type of reorganization which will tend to bring a larger number of persons into a deliberate study and discussion of our problems.

Ten years ago last month, the California Teachers' Association as an affiliated body, representing various section associations of this State, became a reality. During that 10 years, our Association has made a creditable record. During that period we have been made the model of organization in very many of the Eastern States. Today, our organization enjoys the reputation throughout the United States of being the most effective State teachers' organization in existence. We should not only be proud of this record but jealous of any movement that would tend in any way to weaken the influences of a large body of people joined together in a common cause.

\* Abridged owing to space limitations.

## CALIFORNIA TEACHERS' ASSOCIATION

### A Brief History of Fifty-nine Years of Educational Organization

E. MORRIS COX, President

**R**EPEATED inquiries relating to the history of the California Teachers' Association have caused me to prepare in brief form those matters which have come to my knowledge in my official capacities. My connection with the Association as President during the past seven years, together with the fact that I was chairman of the committee that drafted the original set of Articles of Incorporation and By-Laws in 1906 and again as chairman of the committee that revised these in 1910 for adaptation to the affiliation, have caused numerous questions to be put to me that can be answered best through a narrative history of our organization.

Ten years ago, March, 1910, representatives from the various teacher associations of California met in Fresno for the organization of the California Teachers' Association under the present plan of affiliation. There had been a preliminary meeting the January previous when a temporary organization was formed. This organization was completed by the adoption of our present by-laws in the following October. This present meeting (April, 1920) marks the end of the first decade of the present plan of organization. It seems, therefore, peculiarly fitting at this time not only to review in general the history of the California Teachers' Association but particularly the work of this last decade.

#### Early History of Teachers' Associations

Quoting from an address given by me at the University of California in September, 1909: "Up to 1830, then, we had no regular teachers' organizations such as warrant being called the beginnings of State Associations. Compare this with our time, 80 years later, such a period as is often spanned by a human life; city and county institutes by hundreds, district associations by the score, state associations as numerous as the states themselves, and interstate and national associations of greatest importance." Again quoting, "The California State Teachers' Association began probably in 1861. There had been teachers' meetings in California before this time that were clearly the forerunners of the State organization. The life of the State association at first was somewhat uncertain. The session to be held this year (1909) is the 43rd meeting, if our

records are correct, so there have been at least three years in which no meetings were held. County institutes began very early in the history of the State. The State Legislature as early as 1862 made a special appropriation of \$150.00 for each county institute held."

The call for the meeting in 1863 issued by the State Superintendent of Public Instruction, John Sweet, is a very notable one. Consequently, I am recording it here in full:

"Why should not the pioneer teachers of this State, in the next Institute, take similar measures of self-organization, self-recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A 'State Educational Society' could be organized by those who shall pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time, by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of teachers for their peculiar work) as the best possible assurance of fitness to teach. And teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State without further examination.

"A 'State Society' would unite the teachers of our State in the bonds of fraternal sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to the substantial benefits of an honorable reception among all teachers; and a small annual membership fee would soon constitute a fund for the establishment of a 'Teachers' Journal' as the organ of the society."

Henry Barnard's *Journal of Education*, speaking of the California meeting in 1863, says:

"Aside from all the incidental labors and benefits of the Institute, five substantial facts remained as monuments: First, the establishment of an educational journal, 'The California Teacher'; second, the adoption of

a uniform State series of text-books; third, action on the question of a State tax for the support of public schools; fourth, a system of State diplomas and certificates; and fifth, the organization of a State Educational Society. The proceedings of the Institute were published in a pamphlet of 166 pages, and an edition of 2400 copies was distributed among the various school officers of the State."

In September, 1865, the following appeared in the "California Teacher," a magazine that had been started by the California Institute in 1863 but which was continued after June, 1864, when the funds failed, by a group of school men:

"A State Teachers' Institute will be held in the city of San Francisco, commencing on Tuesday, September 19, and closing Saturday, September 23, the sessions to be held in the large hall of the Lincoln School Building.

"County superintendents and teachers, whether engaged in public or private institutions of learning, are invited to attend and take part in the proceedings.

"The exercises of the Institute will consist of lectures by professional teachers from various parts of the State, discussions on important topics relating to our school system, and an examination, by the State Board, of all who desire to secure State Certificates.

"It is hoped that all School Trustees who employ teachers of sufficient intelligence to desire to attend the Institute will be liberal enough to give them one week's vacation and allow their wages to continue. The money so paid will prove a good investment."

The attendance was about 300 and 27 counties were represented, there being 19 not represented but these were at a distance from San Francisco.

The California Teachers' Institute became the State Teachers' Association in the '70s. It continued under approximately the same plan of organization until 1906. Omitting a few years in the early history, the annual meetings that have been held will make those to be held this year the 54th annual sessions of the California Teachers' Association.

The California Teachers' Association had been a peripatetic association meeting in various towns more or less poorly prepared for conventions from Sacramento to San Diego. It had gone at the call of the railroad or hotel organizations, or upon the urgent appeal of some superintendent, often moved by selfish purposes, into all the by-ways of the State. Because of its rather infrequent visits to the Southern part of the State and to the great interior valleys, there had grown up there three other teacher organizations representing a very considerable portion of the State. These

were called The Southern California Teachers' Association, The Northern California Teachers' Association, and the San Joaquin Valley Teachers' Association.

The latter organization had for a brief time just preceding our re-organization, been quiescent and consequently did not take part in the early discussions of plans for affiliation.

#### Reorganization and Incorporation

At the annual meeting held in Fresno in December, 1906, the Articles of Incorporation under which we are operating and By-laws similar to the present were recommended by a committee appointed a year previous and were adopted by the Association. Our late Dr. M. E. Dailey became the first president of the incorporated California Teachers' Association. The report of the committee on By-laws and Articles of Incorporation was as follows:

#### TO THE MEMBERS OF THE CALIFORNIA STATE TEACHERS' ASSOCIATION

"Your committee appointed on the 'revision of the Constitution' at their first meeting unanimously agreed that the objects of the Association could best be served by the incorporation of the Association. The report has been prepared along this line under a law of the State providing for the incorporation of "Co-operative Associations." Several provisions will be found in our report which will seem useless in our organization. They are there because the law requires it.

We believe the benefits of incorporation are:  
Better business standing of the Association.  
Business-like management of our finances.

A continuity of work through a continuous management vested in a legal Board of Directors.

Absolute control of the program by the Association through the election of a president solely responsible for the program.

The organization of departments as a real part of the Association. (There is no provision for them under our present Constitution.)"

Respectfully,

E. MORRIS COX,

Chairman.

In the proceedings of 1906, the following editorial note appears:

"On January 17, 1907, the Articles of Incorporation of the California Teachers' Association were filed with the Secretary of State. A meeting of the Directors of the Association was called in San Francisco on January 19, 1907. On that day A. F. Lange, J. W. McClymonds, Fred T. Moore, C. C. Van Liew, E. B. Wright and Dr. M. E. Dailey were present. E.



C. Moore, J. H. Francis and C. L. McLane were absent."

### AFFILIATION

Dr. Dalley urged during his presidency that a live, up-to-date, plan of communicating with members was imperative and that this could be brought about with little more expenditure than had before been required for publishing proceedings which were always late and seldom read. This led to the appointment of a committee which, if I remember correctly, consisted of Jas. A. Barr and myself, to consider feasible plans for establishing an official journal and affiliating the teachers' organizations of the State.

The report of the committee recommending plans for affiliation and the establishment of an official journal was adopted at the annual meeting of the Association in December, 1908. Immediately the Board of Directors made tentative offers for the purchase of two existing school journals. In January, 1909, the "Sierra Educational News and Book Review" was purchased and immediately No. 1 of Volume 5 was issued by the Association, edited by L. E. Armstrong, who had been chosen as the first salaried secretary.

In the first issue is printed "A Plea for Affiliation" by Dr. E. C. Moore, who had just been elected president of the Southern California Teachers' Association. I quote one paragraph:—

"The interests of all the teachers of the State are common. Our responsibility is a common one; yet we do not work together. We have no common action for advancing the cause or the conditions to whose service we have dedicated our lives. The teachers of Northern California are associated together, five or six hundred of them. The teachers of Southern California have an association, with a membership of about 3,000 and the State Teachers' Association numbers about 3,500 more. Many people, of late, have been urging the necessity of federating these three great bodies of teachers. And federated or affiliated they must be if we are to serve the people of the State of California and the cause of education as we should."

In the same issue is printed a statement from myself, just elected president of the California Teachers' Association, as follows:—

"Better salaries, pensions for long service, and better tenure for teachers are all needed because they will work toward the betterment of the schools. Only on this basis should they

be advocated. The California Teachers' Association should urge them all.

We need organization. The professional clubs, the women's clubs, the men's clubs and the rest of them are all needed. There is great need for an affiliation of them all. There is no room for opposition one toward the other, and likewise none for the person who incites such a spirit, for such a one is an enemy of the schools. We may differ in opinions, but we must unite in purposes and all work for the good of the schools.

The incorporation of the California Teachers' Association placed it on a basis where it can be something more than an organization for discussion. A continuous Board of Directors, a permanent committee on legislation and a new plan for affiliating our educational associations are now working. This year will bring forth results from all. The President wants to enlist all teachers and make the association representative of all school interests."

In order to further the proposed affiliation, the presidents of the four organizations drafted the plan of affiliation as printed in the October, 1909, "News" as follows:

"The following was drafted by Dr. E. C. Moore, E. Morris Cox, W. M. McKay and C. L. McLane, the presidents of the four associations, as a practical working plan:

"Name: The name of this organization shall be 'The California Council of Education.'

"Membership: The organizations first considered for membership herein are the California Teachers' Association, the Southern California Teachers' Association, the Northern California Teachers' Association and the Central California Teachers' Association. After this organization has been duly established, the members thereof shall determine upon the admission of new members.

"Representation: Each association is entitled to be represented by its president, secretary and one additional representative for each 300 paid memberships, or major fraction thereof:.

"Each association shall determine the method of appointment of its representatives.

### "Duties and Purposes:

This council shall be a permanent committee on legislation to represent the educational interests of the members of the associations.

It shall have authority to establish and support an official means of communication with the members of the associations.

It shall have power to deliberate on educational questions, policies and reforms and to



make recommendations regarding the same.

It shall have power to take action upon all questions referred to it by the associations.

It shall have power to choose its own officials and define their duties."

The fruits of affiliation were not long postponed. Legislation in the Spring of 1909 bore evidence of its value. Our wishes were more readily made known to the legislature. The Martinelli Bill providing Section 1840 P. C., under which all our district school funds are levied, was made possible by this hearty co-operation. The Anti-fraternity law was enacted at this time. We also secured an increase in funds for county institutes, the re-writing of the high school law and provision for health inspection of school children. All of these were urged by the teachers' associations.

At the regular annual meetings, the various organizations ratified the plan for affiliation proposed by the presidents as follows:

Northern California Teachers' Association, October, 1909.

Southern California Teachers' Association, December, 1909.

California Teachers' Association, December, 1909.

San Joaquin Valley Teachers' Association, March, 1910.

In January, 1910, some of the representatives chosen by the three sections which had already ratified the plan of affiliation held a preliminary meeting to provide for some temporary committees and for a meeting place and date. Two editorials in the "News" for January, 1910, review the affiliation movement. I quote both of them in full.

#### New Year's Greeting

"The consciousness of growth is pleasing and stimulating to journals as well as to persons. One year ago the California Teachers' Association bought this paper to assist in securing greater unity in educational efforts throughout the State. It was seen that a journal, furnishing a means of monthly communication, is an integral part of any effective plan of affiliation. Our monthly circulation during the year of 1909 ran from three thousand to thirty-five hundred copies.

"Today we extend greetings to seven thousand California teachers as subscribers. This January numbers goes to all of the members of the California Teachers' Association, the Southern California Teachers' Association and the Northern California Teachers' Association. This great subscription list far exceeding anything ever enjoyed by any other educational magazine published west of the Rockies—indicates clearly that the

teachers of California are together in sympathies and purposes as never before. Truly the prospect is encouraging.

"This journal will be turned over to the new California Council of Education as soon as that body has effected permanent organization. Thus it will pass to a field of still greater usefulness. There can be no doubt that under the control of the California Council of Education, this paper will play an important part in all forward movements in education in this State. By keeping the great teaching body constantly in touch with all projected issues, it will help to secure that degree of concerted action necessary to success.

"This journal belongs to the teachers of California. It is theirs to help solve their problems and fight their rightful battles. We know that the teachers of this State will do all in their power to make this journal an instrument of helpfulness. Serene in that confidence, the Sierra Educational News faces the new year steadfastly; and sincerely desires for every reader the happiness which comes from work well done."

#### The Progress of Affiliation

"Affiliation is within sight of the goal. The plan of union has been approved and accepted by the Southern and Northern Teachers' Associations and the California Teachers' Association. These associations have chosen their representatives to the new California Council of Education. It now remains for the Central California Teachers' Association at its meeting at Fresno in March to ratify and elect representatives. We have every assurance that this will be done. The time will then be ripe for permanent organization of the California Council of Education. So a call has been issued for that purpose, the meeting to be held at Fresno on March 12. A committee under the chairmanship of Superintendent Jas. A. Barr of Stockton has been appointed to prepare a plan for permanent organization to be submitted at this meeting.

"It is with great satisfaction that we view this movement nearing completion. The success of the movement is a vindication of the sound judgment of the teaching body of California. There were some well-meaning doubters who questioned the possibility of working out a practicable basis of union. A most pleasing feature of the movement for affiliation, a feature which augurs well, has been the cordial approval of the rank and file. Everywhere the desire of the teachers to feel themselves an integral part of a great movement as wide and as long as the State, has been pronounced and significant. For the teachers of California know that results can be secured only by delegating and concentrating authority. These teachers are glad to place their interests in the hands of the representatives whom they have chosen—honorable men and women and able educational leaders."

Complete reports of the first regular meetings of the affiliated association will be found in the "News" for April, 1910. The discussion of finances, secretaryship, official journal, incorporation and other matters took place. The "Sierra Educational News" was donated by the old California Teachers' Association to the affiliated organization and accepted by them. Later \$1000 was donated by the parent association to the funds for the support of the affiliation.

The various organizations were well represented at this Fresno meeting and great interest was manifested. The opinion was general that the incorporation should be perfected but that such a step should be deferred until a plan could be proposed by a Committee and approved by the various organizations concerned. Consequently, during the year 1910 the affiliation was a loosely bound together organization of the four bodies. In many respects, it might be compared to the colonies under the Articles of Confederation—bound only by a common cause. The representative body was known as the "Council of Education." The Committee on Incorporation and By-laws was authorized at this meeting and directed to report the following October.

The last meeting of the old California Teachers' Association, at which the affiliation was ratified, was held in San Francisco in December, 1909. The meeting was filled with great interest particularly in the problems concerning teachers. The Committee on Resolutions at this meeting reported in favor of and recommended several committees to further eight items.

Industrial Education.—The commission appointed at this time secured passage by the legislature of an industrial education bill but it was not approved by the Governor.

Better rural school supervision.

Adoption of health supervision by school boards.

Abolition of annual election of teachers and establishing early elections and continued service.

More adequate school and municipal playgrounds.

In favor of more adequate salaries and for interest bearing warrants.

Retirement salary law.

Appointment of a committee to report plan whereby teachers may seek positions "in an effective, economical and professional manner." (Teachers' Registration Bureau.)

The October, 1910, "News" records the second meeting of the Council of Education held in San Francisco that month. The Committee on Incorporation and By-laws reports that, with no changes in the Articles of Incorporation and with a few amendments to the original By-laws, the plan under which the California Teachers' Association had been working since 1906 could be transferred over to the new form of the State Association, the "representatives" chosen by the various sections becoming in reality the governing body. Thus did we change from a "Confederation" to the "Federal" organization. The complete report of this committee was published in the "News" of October, 1910. This plan of incorporation was ratified by the various associations at their next annual meetings so that by January, 1911, the old California Teachers' Association disappeared, "The Bay Section" taking its place in the affiliation. The Term "Council of Education" had become so fixed during this year of affiliation that the name has still remained though in fact it finds no place in the Articles of Incorporation or the new By-laws.

#### The Emergency in Education

Rather frequently these days, we have had it said to us: "Why have the school people not called the attention to the public to the emergency in education?" The fact is that we have been calling the attention of the public to it for a good many years and that it always takes a series of years of active agitation to convince people that there is an emergency. The above report of the Committee on Resolutions (1909) certainly gives evidence that there was an emergency. To supplement, I quote two paragraphs from my annual address given before the meeting in 1909:

"The State will not in the long run get service that it does not pay for. Today there are almost no young men preparing for teaching because the rewards are not attractive. Many young women, too, are finding other fields so attractive that the schools are losing the services of some of the best of them. This will be more and more true unless improvement is made along three lines—tenure, salary, and pensions or retirement funds."

"The Teachers' associations of California should stand constantly for proper salaries. They should immediately take steps to secure the necessary legislation for providing proper tenure and a practicable plan for retirement salaries. We must stand for these things for

no other reason than that they will make better schools for the children. We should stand for the system that will attract to the work the best teachers we can get, keep them after we get them, and retire them decently when thier services are no longer best for the children. Proper salaries are a necessary part in attracting the best service, suitable tenure is essential to the retaining of such service, and a retirement salary fund is the only thing that can relieve us of cruelty in completing this system."

#### The New California Teachers' Association

Much of the work of the "representatives" has natuallry been devoted to the discussion of questions which lead to legislation. Under our California system of school finances and school administration nearly all new questions as well as the old are necessarily in some way tied up with legislation. Consequently, an enumeration of the legislative proposals fathered or supported by the California Teachers' Association during the past decade will include most of the problems that have absorbed our energies. In making such an enumeration it is not to be understood that any false claim is being made that the California Teachers' Association is wholly responsible for or is entitled to all the credit for such legislation. So many persons are concerned in every piece of legislation that any claims made other than participation would probably be untrue. In general, our best work for legislation has been done before the legislature meets. We have endeavored to give such publicity to our measures as to cause most legislators to know what we want before the legislature has convened. Consequently, not much of the work of convincing legislators of the merits of our case remains for our committees on legislation. Publicity has been our greatest desire.

Here follows an enumeration of our legislative measures before the legislatures of 1911, 1913, 1915, 1917, 1919, records of which may be found in the files of the "News."

#### Session of 1911

Tenure measure abolishing annual elections of teachers after July 1 and providing for notice of dismissal before June 10.....Enacted  
Retirement Salaries.....Not signed by Governor  
Weinstock Vocational Educational Bill.....  
.....Not signed by Governor  
Abolition of the Annual School Census.....  
.....Enacted

Apportionment of School Funds upon Attendance Basis .....Enacted  
Compulsory Attendance—Increased from 14 to 15 years .....Enacted  
Interest Bearing Salary Warrants.....Enacted  
Amendment of Vaccination Law—Placing responsibility for its enforcement upon health boards instead of school officials.  
.....Enacted

#### Session of 1913

Reorganization of the State Board of Education—Constitutional Amendment.....Adopted  
.....Ratified by the People in 1912  
Teachers' Retirement Salary Law.....Enacted  
Opposing Repeal of Poll Tax.....Tax Repealed  
Holding of Institutes at the Exposition.....  
.....Enacted  
Providing for Increase in State Elementary School Funds.....Not Approved by Governor

#### Session of 1915

Payment of Teachers' Salaries by Calendar Month Permitted .....  
.....Vetoed because of other provisions  
Purchase of Library and Supplemental Books in Cities .....Enacted  
Establishment of Intermediate Schools.....  
(Junior High) .....Enacted  
Providing for Rural School Supervision.....  
.....Not signed by Governor  
Establishing Minimum Salaries.....Not Enacted  
Providing that Vacation Schools May Be Conducted .....Enacted  
Providing for County High School Tax of Sixty Dollars per Pupil .....Enacted  
Providing for Increase of Two Dollars per Pupil in State School Fund .....Enacted  
Providing for Tax for Kindergarten Support  
.....Enacted  
Providing for an Annual Convention of High School Principals .....Enacted  
Providing for District Tax for Building Purposes Not to Exceed Fifteen Cents  
.....Not signed by Governor  
Providing for Increase in County Elementary School Tax .....Enacted  
Providing Complete Revision of Certification of Teachers, Particularly in reference to High School Certificates.....Enacted  
Providing for Vocational Education.....  
.....Not signed by Governor

## Session of 1917

Providing for Free High School Text Books Purchased by Districts .....	Enacted
Providing for a District Tax, levied as are other district taxes, for building purposes, not to exceed fifteen cents on one hundred dollars .....	Enacted
Providing for Secret Ballot in Election of School Trustees .....	Enacted
Providing for Afternoon and Evening Continuation Schools Under Suitable Rules and Regulations .....	Enacted
Providing for Part-time Vocational Courses in High Schools .....	Enacted
Amending Certification Law Relation to Special and Temporary Certificates.....	Enacted
Providing for Payment of Teachers' Salaries by the Calendar Month.....	Enacted
Providing for Establishment and Support of Junior Colleges .....	Enacted
Providing for Increases in State and County Elementary Funds .....	Not Enacted
Providing for Visual Education.....	Not Enacted
Providing for Compulsory Physical Education .....	Enacted

## Session of 1919

Increasing State Elementary Funds \$2.50 Per Pupil .....	Enacted
Increasing County Elementary Funds.....	Enacted
Increasing Compulsory Age from 15 to 16 Years .....	Enacted
Providing Compulsory Part-time Education, Ages 16 to 21 .....	Enacted
Providing for a Registration of All Minors .....	Enacted
Maximum Class Enrollment .....	Not Enacted
Providing for Larger Unit in School Administration (Constitutional Amendment)....	Not Enacted
Proposal for Constitutional Convention took precedence over all amendments.....	Enacted
Providing for Larger Apportionments of Both State and County Funds on Teacher Basis .....	Enacted

## Defeated Legislation

A very large part of the work of the legislative committee is that of defeating useless and pernicious measures. They are legion. Ten years ago the educational bills mounted up to three hundred. Now, with an increase in the total number of bills introduced, we have brought the number of school bills down to two hundred. An enumeration of defeated measures would be interesting but not particularly serviceable.

## Other Work

There are some matters in which the Association has done good work which find no place in a legislative list. The best thing of all is the very noticeable increase in confidence and cordiality that has developed between representatives from different parts of the State and a corresponding decrease in suspicion and jealousy. The reports of our committees on professional problems and professional relationships have had a wide influence. The bulletins and reports, in addition to the regular issues of the "News," have rendered great service. The "Bureau of Registration" for assisting teachers in securing positions, though delayed by war conditions, is now an accomplished fact.

Of the bulletins and reports that have been of State-wide, and even of National, interest may be mentioned the following:

**High School Text Books:** Touching all phases of free and uniform books and the matter of state printing of text books. Prepared by a committee—Noel H. Garrison, E. H. McMath and G. W. Wright.

**State Uniformity and State Publication of High School Text Books:** Lewis B. Avery, Noel H. Garrison, W. L. Glascock, Joint Committee.

**Organization for Effectiveness:** Setting forth needs of and benefits from proper teacher organization—Arthur H. Chamberlain.

**Reasons Why Every California Teacher Should Hold Membership in the C. T. A.—**Richard G. Boone.

**Numerous War Times Bulletin** including The Food Problem: Showing how the schools of California and the country at large were aiding and could aid in food production and conservation.—Arthur H. Chamberlain.

**Financing the War:** A symposium by W. G. McAdoo, Franklin K. Lane, Samuel Gompers, David Starr Jordan, Nicholas Murray Butler and others.

**The Story of the Victory Liberty Loan:** For use as lesson outlines.—Jas. A. Barr.

There have been a number of bulletins and reprints including reports of Council of Education proceedings, reports for discussion of council members, digests of bills before the legislature, directories of educational organizations, etc.

The most recent bulletin is one on Teachers' Salaries just from the press and now being circulated throughout the state.



### RESOLUTIONS PASSED AT CONVENTION OF CALIFORNIA HIGH SCHOOL PRINCIPALS

The specific resolutions on Minimum Salary and School Finance appear in our April issue.

Other legislation called for included a recommendation that both accident and building insurance connected with the schools be assumed by the state; that Boards of Education be empowered to meet necessary traveling expenses of superintendents, supervisors and principals, whereupon school business; that provision be made for the consolidation of elementary and high school districts under one board; that the name Junior High School be legalized for the Seventh, Eighth and Ninth Grades; and that the official school opinions of the Superintendent of Public Instruction be held as law unless reversed by the courts.

The convention gave strong endorsement to the purpose of the Regents to develop the School of Education, with suitable buildings, adequate support and the professional degree of Doctor of Education; approved the purpose of the State Board of Education to uphold, even in the present disturbed condition, the existing high standard of efficiency of teachers in California; favored the granting of a baccalaureate degree to graduates of our normal schools who complete two additional years of study at the University; and urged support of the Smith-Towner bill.

It was further recommended that choral music, at least one-half hour a week, be included in the high school curriculum; that uniform blanks be used in recommending graduates to both normal school and university; that special classes and evening schools for adults be maintained to fit all for the duties and responsibilities of citizenship; and that Commissioner Olney be asked to appoint a committee of four to confer with a like committee of the University on the relations of the high schools and the University. The hearty and loyal support of the principals was pledged to the recently organized Registration Bureau under the direction of the California Teachers' Association.

BURT O. KENNEY, Chairman.

### SELECTED BIBLIOGRAPHY OF CURRENT LITERATURE ON SALARY INCREASE

1. Alameda County Educational Association, Bulletin No. 1—Report on Salary Campaign, 1919.
2. Colorado School Journal, March, Special Salaries Number.
3. Educational Foundations, March, 1920.
4. Inter-Mountain Educator, February, page 251.
5. Kansas State Teachers' Assn. Bulletin, January, 1920.
6. Los Angeles School Journal, March 15, page 17.
7. Michigan State Teachers' Assn. Quarterly Review, March. Special Salaries Number.
8. Minnesota Educational News Letter, March. Salaries Number.
9. Missouri State Teachers' Assn. Bulletin, Dec., 1919, page 8.
10. Missouri State Teachers' Assn. Bulletin, March, 1920, page 2.
11. N. E. A. Bulletin, April.
12. N. E. A. Report, Teachers' Salaries and Salary Schedules.
13. Report of Committee on Teachers' Salaries, Fullerton Union High School, California, March.
14. Report Salary Commission, Grade Teachers' Assn., San Francisco, 1919.
15. Report of Bureau of Education, Washington, especially the News Letter of March 10th.
16. Salaries and the Teachers Shortage, Syllabus by Walter H. Nichols, Palo Alto.
17. School and Society, April 10.
18. Shelby County, Tennessee, Teachers' Association, Bulletin.
19. The Ohio Teacher, March, page 223.
20. The Wisconsin Journal of Education, April, page 115.
21. Teachers' Salaries in Relation to the Cost of Living, compiled from Monthly Labor Review for December.
22. Brief of the Technical, Scientific & Professional Services, Presented to the Joint Commission on Reclassification of Salaries, December 17, 1919.

A National conference of representative citizens from every State has been called by the United States Commissioner of Education to meet at Washington, May 19, 20, 21, "To consider the pressing problems of education from the standpoint of statesmanship and the public welfare." California and the West should have full representation.

# STATEMENT OF REVENUES AND EXPENSES OF THE CALIFORNIA COUNCIL OF EDUCATION

And

## SIERRA EDUCATIONAL NEWS

Year Ended December 31, 1919

And

Balance Sheet as of December 31, 1919

## CALIFORNIA COUNCIL OF EDUCATION

### Revenue

## Memberships:

## Bay Section:

Memberships paid in 1919.....	3,696.00
Deduct receipts applying on 1918.....	209.00

Revenue from 2326 memberships..... 3,487.00

## Central Section

Memberships paid in 1919.....	704.00
Deduct receipts applying on 1920.....	10.50

Revenue from 462 2/3 memberships..... 694.00

## Northern Section:

Revenue from 557 1/8 memberships..... 835.75

## Central Coast Section:

Revenue from 433 memberships..... 651.50

## Southern Section:

Memberships paid in 1919.....	7,298.00
Deduct receipts applying on 1918.....	6.00

Revenue from 4861 1/3 memberships..... 7,292.00

## Miscellaneous memberships:

Memberships paid in 1919.....	215.00
Add memberships paid in advance 1918.....	118.70

Revenue from miscellaneous memberships..... 333.70

Total membership revenue..... 13,293.95

Interest earned on Liberty Bonds..... 14.74

Interest earned on emergency fund..... 31.55

Total revenue from all sources..... 13,340.24

### Expenses

Stamps and stamped envelopes.....	247.61
Stationery.....	64.10
Telegrams.....	34.25
General office expense.....	149.91
Traveling expenses.....	709.63
Telephone.....	124.06
Salaries.....	3,694.56
Taxes (1/2).....	7.56
Rent of office (1/2).....	294.50
Depreciation of office equipment (1/2).....	119.08
Interest paid on Liberty Bonds.....	7.75
Miscellaneous expenses.....	546.72
Total expenses.....	5,992.73

Total net revenue for the year..... 7,347.51

## SIERRA EDUCATIONAL NEWS

### Revenue

Advertising..... 12,794.78

## Subscriptions:

Paid in 1919.....	475.61
Add paid in advance in 1918.....	28.60

504.21

Deduct paid in advance in 1919..... 177.50

Revenue from subscriptions..... 326.71

Miscellaneous revenue..... 61.41

Total revenue..... 13,182.90

### Expenses

Printing News.....	9,533.36
Wrappers and addressing.....	89.65
Mailing and postage.....	427.97
Stamps and stamped envelopes.....	425.72
Stationery.....	395.49
Telegrams.....	59.61
General office expense.....	248.45
Traveling expenses.....	747.31
Telephone.....	135.45
Salaries.....	4,808.56
Taxes (1/2).....	7.57
Rent of office (1/2).....	294.50
Depreciation of office equipment (1/2).....	119.08
Miscellaneous expenses.....	207.89
Total expenses.....	17,500.61

Add allowance for bad debts..... 49.50

Net excess of expenses over revenue for the year..... 4,367.21

## CALIFORNIA COUNCIL OF EDUCATION and SIERRA EDUCATIONAL NEWS

## Summary of Operations for the Year Ended December 31, 1919

Net revenue (Council).....	7,347.51
Net Revenue (News) excess expenses over revenue.....	4,367.21
Net result of combined operations .....	2,980.30

## Balance Sheet, December 31, 1919

Assets	
Cash—Oakland Bank of Savings.....	4,393.07
Accounts receivable .....	1,696.84
Liberty Bond investments.....	300.00
Emergency Fund—Oakland Bank of Savings.....	3,676.99
Office equipment .....	2,418.60
Interest accrued on Liberty Bonds.....	18.95
Post Office deposit.....	50.00
Taxes paid in advance.....	4.04
Employers' Liability Insurance prepaid.....	5.80

Total ..... 12,564.29

Liabilities	
Accounts payable .....	2,201.99
Subscriptions paid in advance.....	177.50
Memberships paid in advance.....	10.50
Advertising paid in advance.....	53.09
California High School Association.....	193.26
Emergency Fund reserve .....	3,676.99
Reserve for depreciation—office equipment.....	866.96
Reserve for bad debts.....	65.13
Surplus .....	5,318.87

Total ..... 12,564.29

To the Board of Directors,

California Council of Education:

Gentlemen:

Pursuant to engagement, I have examined the records of the California Council of Education and the Sierra Educational News, and submit herewith a statement of Revenue and Expenses for the year ended December 31, 1919, and a Balance Sheet as of the close of the year, December 31, 1919.

All cash receipts have been deposited in the bank and all disbursements supported by properly authorized vouchers. The cash balances as of December 31, 1919, both in the commercial account and the savings account, have been verified by certification from the depository. All expenses incurred have been properly authorized and supported by approved vouchers.

The accompanying statement of Revenue and Expenses for the year and the Balance Sheet as of the close of the year December 31, 1919, are in agreement with the books and, in my opinion, properly reflect the results of the operations for the period ending December 31, 1919.

(Signed) C. C. STAEHLING, Auditor.

## SALARIES OF RURAL TEACHERS

Authentic data from 47 States on salaries of elementary and High School teachers in rural schools, year 1919-1920, have been compiled by Mr. A. O. Neal, of the U. S. Bureau of Education.

Three counties report for each State. For 8,581 teachers reporting the average salary is \$633.96.

Lowest State average in any one State: \$351.

Highest State average in any one State: \$1026.

1900 teachers receive less than \$500.

5632 teachers receive over \$500, but less than \$1,000.

383 teachers receive over \$1000, but less than \$1500.

46 teachers receive over \$1500.

## THE SIERRA EDUCATIONAL NEWS

STATEMENT OF REVENUES AND EXPENSES OF THE  
CALIFORNIA COUNCIL OF EDUCATION

And

## SIERRA EDUCATIONAL NEWS

Year Ended December 31, 1919

And

Balance Sheet as of December 31, 1919

## CALIFORNIA COUNCIL OF EDUCATION

## Revenue

## Memberships:

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## Miscellaneous memberships:

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Revenue from miscellaneous memberships.....		333.70
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## Total membership revenue.....

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## Interest earned on Liberty Bonds.....

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## Interest earned on emergency fund.....

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## Total revenue from all sources.....

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## Expenses

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Traveling expenses.....	709.63
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Telephone.....	124.06
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Total expenses.....	5,992.78
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## Total net revenue for the year.....

7,347.51

## SIERRA EDUCATIONAL NEWS

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Total revenue.....		13,182.90
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## Expenses

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Mailing and postage.....	427.97
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Stamps and stamped envelopes.....	425.72
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Stationery.....	395.49
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Telegrams.....	59.61
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General office expense.....	248.45
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Traveling expenses.....	747.31
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Telephone.....	135.45
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Salaries.....	4,808.56
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Taxes (1/2).....	7.57
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Rent of office (1/2).....	294.50
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Depreciation of office equipment (1/2).....	119.08
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Miscellaneous expenses.....	207.89
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Total expenses.....	17,500.61
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## Add allowance for bad debts.....

4,317.71

49.50

## Net excess of expenses over revenue for the year.....

4,367.21



## CALIFORNIA COUNCIL OF EDUCATION and SIERRA EDUCATIONAL NEWS

## Summary of Operations for the Year Ended December 31, 1919

Net revenue (Council).....	7,347.51
Net Revenue (News) excess expenses over revenue.....	4,367.21
Net result of combined operations .....	2,980.30

## Balance Sheet, December 31, 1919

Assets	
Cash—Oakland Bank of Savings.....	4,393.07
Accounts receivable .....	1,696.84
Liberty Bond investments.....	300.00
Emergency Fund—Oakland Bank of Savings.....	3,676.99
Office equipment .....	2,418.60
Interest accrued on Liberty Bonds.....	18.95
Post Office deposit.....	50.00
Taxes paid in advance.....	4.04
Employers' Liability Insurance prepaid.....	5.80

Total ..... 12,564.29

Liabilities	
Accounts payable .....	2,201.99
Subscriptions paid in advance.....	177.50
Memberships paid in advance.....	10.50
Advertising paid in advance.....	53.09
California High School Association.....	193.26
Emergency Fund reserve .....	3,676.99
Reserve for depreciation—office equipment.....	866.96
Reserve for bad debts.....	65.13
Surplus .....	5,318.87

Total ..... 12,564.29

To the Board of Directors,

California Council of Education:

Gentlemen:

Pursuant to engagement, I have examined the records of the California Council of Education and the Sierra Educational News, and submit herewith a statement of Revenue and Expenses for the year ended December 31, 1919, and a Balance Sheet as of the close of the year, December 31, 1919.

All cash receipts have been deposited in the bank and all disbursements supported by properly authorized vouchers. The cash balances as of December 31, 1919, both in the commercial account and the savings account, have been verified by certification from the depository. All expenses incurred have been properly authorized and supported by approved vouchers.

The accompanying statement of Revenue and Expenses for the year and the Balance Sheet as of the close of the year December 31, 1919, are in agreement with the books and, in my opinion, properly reflect the results of the operations for the period ending December 31, 1919.

(Signed) C. C. STAEHLING, Auditor.

## SALARIES OF RURAL TEACHERS

Authentic data from 47 States on salaries of elementary and High School teachers in rural schools, year 1919-1920, have been compiled by Mr. A. O. Neal, of the U. S. Bureau of Education.

Three counties report for each State. For 8,581 teachers reporting the average salary is \$633.96.

Lowest State average in any one State: \$351.

Highest State average in any one State: \$1026.

1900 teachers receive less than \$500.

5632 teachers receive over \$500, but less than \$1,000.

383 teachers receive over \$1000, but less than \$1500.

46 teachers receive over \$1500.

## CALIFORNIA COUNCIL OF EDUCATION ANNUAL MEETING

**T**HE annual meeting of the Representatives of the California Teachers' Association was held at Hotel Oakland, Oakland, Calif., on Saturday, April 10, 1920. The meeting was called in session at 9:45 A. M. with President Cox in the chair. Roll call by Executive Secretary Chamberlain showed the following members present: Bay Section—Messrs. Avery, Cloud, Cox, Du Four, Glascock, Mrs. Hillyard, Dr. Lange, Miss Power.

Central Section—Mr. Lindsay, Miss Richmond, Mr. Teall, Miss Wear.

Central Coast Section—Mr. MacQuiddy.

Northern Section—Mr. Chaney, Miss Leery, Mrs. O'Neill, Mr. Short.

Southern Section—Miss Dole, Dr. Hunt, Mr. Keppel, Miss Mayne, Miss Mosseman, Dr. Snyder, Mrs. Stanley, Mr. Stephens, Mr. Stewart, Miss Van de Goorberg, Mr. West, Mr. Wheeler, Miss Willis, Mr. Wright.

Regrets for non-attendance were received from Mr. H. B. Wilson, who had been called to Honolulu; Mr. Robbins, owing to illness; Miss Bisscher, account of death in the family.

The President's annual report which took the form of a brief history of our organization, was received with favorable comment and ordered reprinted in full in the Sierra Educational News. The opinion was expressed that copies should be distributed outside the State. The report appears elsewhere in this issue.

On behalf of the Advisory Editorial Board, Dr. Boone presented the annual report covering the work of the Sierra Educational News.\*

Mr. Keppel, as chairman of the Superintendents' Committee on Finance, presented a brief statement of the action of this committee at its meeting the day previous. This report was referred to the Council Committee on School Finance and Minimum Salary for report later in the day.

Mr. Wheeler, chairman of the Committee on Reorganization, gave a brief resume of the work of his committee with promise to report further at the afternoon session.

Superintendent Hunter, who with other prominent school people, were present, these including the Superintendent of Public Instruction and members of the State Board, recalled the recent action of the educational associations of Illinois and New York in petitioning the two great political parties to place in their respective platforms, planks dealing specifically with education. Mr. Hunter said that to permit New York and Illinois and other sovereign States that had followed the lead of California in their form of organization, and were still second to her in matters of accomplishment, to be more active than she in seeking to place education as a fundamental policy before the voters of the country, should be humiliating to California. The matter was referred to the Committee on Relationships between N. E. A. and C. T. A. for action, with request that Mr. Hunter aid the committee in its work.

### Committee Reports

The Committee on Teachers' Retirement Salary Law reported through Miss Van de Goorberg, chairman, that the State Board has authorized the State Superintendent to engage an actuary to make a complete study of retirement salary conditions. Superintendent Wood and Mrs. Ray of the State Board spoke briefly on this point. Any need for legislation should be determined on the basis of this investigation.

The Committee on Americanization, Mr. Avery, chairman, will report at the next meeting.

The report of Committee on Appointment, Rating, Salary, Tenure, was made by Miss Dole, chairman.

The Committee on Junior Colleges, Dr. Snyder, chairman, will report at a later meeting.

The report of the Committee on Thrift was made up by Dr. Hunt, chairman, and caused general discussion. Mr. Wheeler pointed out the one prevailing need on the part of teachers is an understanding and practice of Thrift. The schools should take this up. Miss Dole said the subject was accepted in a perfunctory way. She wished to know of a school system where the principles of Thrift were put into actual operation by the pupils. Dr. Snyder showed the application of Thrift in dealing with problems of Americanization. He said we should not limit Americanization to those who were not Americans. "We need to Americanize our American children." Boys and girls must accumulate a sinking fund. Mr. Wright in his school has been reviving the sale of thrift stamps. Six hundred children purchased \$108 worth in three weeks from money earned in many different ways. The children have written compositions on thrift and exercises have been held in connection with talks by the Principal. Miss Wade spoke of the possibilities of thrift work, and Mr. Du Four discussed the Alameda plan of savings. The pupils have \$80,000 in the banks. Mr. Cloud told of the work in San Francisco, where the beginnings were made in the school savings bank and where the bank authorities co-operate in every way. Mr. Chamberlain characterized this thrift discussion as being the most fruitful of its kind ever participated in by Council members.

Further report of the Committee on Reorganization of the School System, Dr. Lange, chairman, will be made at the next meeting.

On behalf of the Committee on Teacher Efficiency and Measuring of Teacher Ability, Miss Mosseman presented a report. It was suggested by Mr. Keppel that before we proceeded to test the ability of teachers we should test first our normal school presidents, and then in order, teachers in normal schools, graduates of normal schools, city superintendents, county superintendents, principals of schools and members of the State Board of Education.

The Committee on Vocational and Part-Time Education made its report through Mr. Teall, chairman.

Vocational Opportunities for Girls was the subject of the committee report by the chairman, Miss Dole.

\* This and several additional Reports, must, for lack of space be omitted from this issue.

General discussion of committee brought out the fact that it was necessary for the chairmen of committees to keep in active touch with committee members, and that according to rule committee reports should be in the hands of the Executive Secretary for printing some days before the meeting. Motion prevailed to permit and authorize a readjustment of the budget as between the Sierra Educational News and other Council activities.

Report of the Committee on Teacher Training, Mr. Cloud, chairman, was presented and approved.

The Committee on School Finance and Minimum Salaries, Mr. Keppel, chairman, presented its report (published herewith), which after thorough discussion was approved. Authority was given the committee to add members as it deemed best and to secure funds sufficient to carry on the campaign. The campaign committee was, on suggestion of Mr. Keppel, to be composed of 15 members. Mr. Stewart suggested that the teachers assess themselves, and a minimum of \$1 was suggested by Mr. West. Dr. Snyder said that all details were by resolution in the hands of the committee. In response to queries by members as to whether the proposed measure would yield a \$1500 minimum in salaries, both Superintendent Wood and Superintendent Keppel, who had been charged with the responsibility of drafting the proposal, gave assurance that such minimum would range between \$1400 and \$1500. Commissioner Olney suggested that all existing teachers' organizations should assist, and that where no organization was now functioning a local organization should be formed to work in co-operation with the C. T. A. under plans suggested by the Council. It was deemed wise that teachers in all parts of the State keep the Secretary informed as to any changes in salary conditions.

The Council endorsed the proposal of the Board to contribute \$1000 to the campaign. Unanimous approval was given the resolution by Mr. Keppel asking all who were interested in the schools of the State to participate in helping to finance the schools.

Mr. Wheeler for the Reorganization Committee presented a report (published herewith). The discussion centered on the proposed basis of representation, one representative for 1000 members instead of 300, as at present. Mr. DuFour thought this reduced representation would leave many large districts in California without delegates and that interest would lapse. The proposal to have the smaller Council take over the functions of the Board of Directors received consideration. A proposal by Mr. Glascock of the committee was endorsed as follows: That the members of the Council come prepared at the next meeting to answer two questions, (1) whether the present Council should be reduced in size (one-half); (2) should the Council take over the work of the Board of Directors and become the Board? It was further decided to hold the next Council meeting before the section meetings next fall. Miss Mooseman held that the Council rather than the section should take the initiative in such matters as the one under consideration. Miss Van de Goorberg advised a two-day session at the

fall meeting. On the suggestion of Mr. Glascock that the Committee on Reorganization be enlarged there was acceptance of Mr. Clouds motion that it be increased to 7 to include the secretaries of the additional sections and Superintendent Fred M. Hunter of Oakland. There was authorization for the securing by the Board of legal advice in the matter of reorganization. The motion by Mr. Keppel to hold the report over for consideration at then ext meeting and that it be printed in two issues of the Sierra Educational News received endorsement.

Resolution of approval of the action of the State Board in maintaining its original high standard for certification of teachers, was passed.

Recess was taken, the members meeting by sections to nominate to the Board of Directors and the Advisory Editorial Board. On reconvening the following nominations were made:

**Bay Section:**

Board of Directors, Mr. Cloud, Mr. Cox; Advisory Editorial Board, Mrs. Hillyard.

**Central Section:**

Board of Directors, Miss Richmond; Editorial Board, Mr. Teall.

**Central Coast Section:**

Board of Directors, Mr. MacQuiddy; Editorial Board, Mr. Schultzberg.

**Northern Section:**

Board of Directors, Mr. Chaney; Editorial Board, Miss McCleery.

**Southern Section:**

Board of Directors, Mr. Stephens, Miss Van de Goorberg, Miss Willis, Mr. Wheeler; Editorial Board, Dr. Snyder.

The Secretary was instructed to cast the ballot for these nominees. On motion of Dr. Snyder the Board was instructed to name Mr. Cox as President of the Council. A similar motion by Mr. Stewart authorized the naming of Mr. Chamberlain as Executive Secretary.

Certain resolutions submitted by Mr. Wheeler were in his absence laid upon the table. A resolution relating to the unifying of the business year and the professional year was referred to the Board of Directors. The following resolution submitted by Mr. Wheeler was adopted: "Resolved, That this Council of Education recommends to its Legislative Committee the drawing up of a provision for the next legislature which shall enable Board of Education and Boards of School Trustees to continue the salaries of teachers, principals, city and county superintendents and school employes whom it desires to have attend educational conventions or other constructive meetings outside the city where they are teaching, and that the expenses of these employes in attendance at such meetings be met."

A resolution prepared by Mr. Hunter and the committee on Co-operation between C. T. A. and N. E. A. was presented by the chairman, Mr. Glascock, and received unanimous approval. (See Frontispiece, this issue.) The Secretary was instructed to communicate this resolution to the chairman of the National Committees of the two great political parties.

Meeting adjourned.

ARTHUR H CHAMBERLAIN,  
Executive Secretary.



**Board of Directors:**

The Board of Directors, California Teachers' Association, met in the office of the Executive Secretary, Flood Bldg., San Francisco, Calif., at 5:00 P. M. April 9, 1920, with the following members present: A. J. Cloud, E. Morris Cox, Sara L. Dole, Alice Rose Power, H. P. Short, Grace C. Stanley, W. L. Stephens, J. F. West. The only absentee was J. O. Cross. The minutes of the previous meeting were, on motion, approved as printed in the Sierra Educational News. Correction was ordered in the minutes of the annual meeting of April, 1919, relative to salary of Executive Secretary to read: "A fixed salary of \$5000 per year was ordered paid to the Executive Secretary effective the 1st of April, 1919. All other salaries to be met under the regular budget provisions."

The Secretary reported as follows:

1. The Central Coast Section, now composed of Santa Cruz, Monterey and San Benito Counties with the probable addition of San Luis Obispo County, is making steady progress under its revised organization.

2. A number of counties of the State far removed from section meeting centers have formed county associations or are planning to do so. Humboldt County, Nevada, Monterey, Siskiyou, Eldorado are typical of those counties where such organizations flourish. These counties desire the assistance that comes from a closer articulation with the State organization. While a county as such cannot be granted legal representation or voting privileges on the Council, such county organizations have been invited to send representatives to the Council meeting and to take part in the deliberations.

3. Humboldt County teachers under the inspiration of their local organizations and the desire to co-operate fully in State-wide educational activities, have, to the number of 131, joined the State association. Teachers in other counties are expected to follow this splendid example.

4. A larger participation in State-wide educational matters is highly desirable. Recognition of this is general. Reorganization plans to bring this about are now on foot in a number of states. Most of these states in years past followed California's plan in shaping their Constitutions. States now in correspondence with us in regard to further developments are: Arkansas, Colorado, Delaware, Iowa, Kansas, Missouri, Montana, New York, Oklahoma, Oregon, Pennsylvania, Texas, Washington and Wisconsin.

5. The Teachers' Registration Bureau has at this time (April 1) enrolled 54 elementary and 145 high school teachers. In a number of states the association officers are considering the need for organizing such bureaus. The Educational Press of the country is giving considerable attention to this innovation of our State Association. Favorable comment is everywhere heard.

Representatives of two committees appeared on request before the Board. Mr. Keppel, chairman of the Finance Committee of Superintendents, and also chairman of the Finance Committee of the Council, reported on the results of an all-day meeting of the superintendents' committee, April 9. Mr. C. A. Wheeler, chairman

of the Committee on Reorganization, together with Messrs. Glascock and Teall of the committee, outlined the results of their conference during the day. Mr. Paul E. Stewart of the Council was present and participated in the discussions.

Board on motion adjourned to meet the following day.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

**Adjourned Meeting, Board of Directors**

The Board of Directors, California Council of Education, met in adjourned session at Oakland Hotel, Oakland, Calif., immediately following the forenoon session of the Council, April 10, 1920. There were present Messrs. Cloud, Cox, Miss Dole, Miss Power, Mr. Short, Mrs. Stanley, Messrs. Stephens and West. Ratification was given the actions taken at the meeting on April 9.

The Secretary presented the auditor's report covering the year 1919. The report was approved. The auditor's statement of revenue and expenses for the year ending December 31, 1919, and the balance sheet as of December 31, 1919, were, after thorough discussion, approved. In order to reach a definite basis for budget making and, in so far as possible, to segregate the affairs of the Sierra Educational News from other State Association activities, an arbitrary division of expenses on the half-and-half basis was decided upon some two years ago. The auditors have repeatedly drawn attention to the fact that it is unfair to charge so great a proportion of the expense to the account of the Sierra Educational News. A Secretary, office assistants, office rooms and expenditure in traveling, correspondence, telephone, telegraph, etc.—all are necessary entirely aside from the magazine. Without the News, the many bulletins and pamphlets needed would call for an expenditure far beyond the reach of the treasury at the present \$2.00 fee. The Secretary was directed to request the auditor to seek a plan of adjustment that would more nearly meet existing conditions.

On motion unanimous approval was given to appropriate from the permanent fund not to exceed \$1000 for use in the finance and salary campaign. The President and Executive Secretary, acting in conjunction with the chairman of the finance committee, were authorized to handle the matter direct or to be governed by letter vote of board members. Meeting adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

**Meeting New Board of Directors**

The newly-elected Board of Directors met at Hotel Oakland, Oakland, Calif., immediately at the close of the annual council meeting, 5:30 P. M., April 10, 1920. There were present Messrs. Chaney, Cloud, Cox, MacQuiddy, Miss Richmond, Miss Van de Goorberg, Miss Willis, Mr. Stephens, Mr. Wheeler was unable to attend.

Mr. Stephens was named temporary chairman. Mr. Cox was nominated as President and there being no further nominations, the Secretary was

(Continued on Page 301)



## EDUCATIONAL LITERATURE

**Physics**—By Willis E. Tower, Charles N. Smith, Charles M. Turton and Thomas D. Cope, P. Blakiston & Sons Co., pages 492. \$1.35.

This is an encouraging effort at physics book-making for the high school pupil; encouraging because the material has evidently been selected for its educative uses, and not primarily as an exhibit of the physical science. The illustrations have been chosen, apparently, from a pedagogical rather than a spectacular point of view, only so much quantitative, critically demonstrative work is employed as is absolutely necessary. Application to common every-day exercises are freely used. Real problems and practical exercises are numerous. It is pointed out that "when a pupil begins the study of physics he already has in his possession many bits of knowledge which are fundamental in the science." And these, in true teaching spirit, are made the basis of many lessons. Full recognition is taken of the "New Movement in the Teaching of Physics," in which the main objective is the pupil and not the system of scientific facts.

**The New Europe**—By Nellie B. Allen. Ginn & Company, pages XII-435. \$1.00.

This is one number of the geographical and industrial studies. Admirably suited for use by short-term students, and the lower high school students, particularly. Almost ten years ago, there was published by the same author "Europe," of which this New Europe is a happy revision. There are scores of illustrations, a half dozen excellent maps, and numerous industries and peoples described. Here pupils and readers learn of ship building in Great Britain, Ireland and the linen industry; jute, hemp and other fibres; brave little Belgium; Portugal and cork growth; through Russia, Lapland and Sweden; Germany and the world war; the Danube, Poland, the Netherlands and Norway; Spain and the olive, grapes and wine; Italy and macaroni; silk, the queen of fabrics, and the Balkans. The list but faintly suggests the rich collection of story, immeasurably enhanced by the charming recital.

**The Young Man and Teaching.** By Henry Parks Wright. The Macmillan Company, pages 208.

The constantly decreasing number of men teachers is recognized as a menace to schooling throughout most parts of the United States. Particularly since the war, and because men are drawn off to more profitable occupation, the problem grows more serious. The little volume here noted is one (No. 3) of the vocational series published by The Macmillan Company, to include the relations of the young man to teaching, law, the ministry, medicine, journalism, banking, business, three kinds of engineering, farming and government service; twelve books written by as many expert representatives of

the different vocations. It will be seen, readily, that it is a series having to do with occupational direction as well as with vocational education. And this reference to the series is made to emphasize the importance of such a discussion of teaching as offering a career to red-blooded, capable young men. Here, as with the other callings in the list, the young man is interested to know (1) what the profession has to offer him, (2) whether he has the needed personal qualifications to assure success, and (3) how best to prepare himself for the work. These three ideas run as a thread through the chapters. "The Young Man and Teaching" is a wholesome book for young men, a suggestive reference for teacher-training classes, a fine book for teachers' reading circles. The fifteen pages of characterizations of "great teachers" make an excellent summary of the book's contents.

**Plane Geometry. I. Abridged and Applied. II. College Preparatory.** By Matilda Auerbach, J. B. Lippincott Company.

In many ways this is an interesting book which a teacher may be glad to keep for ready reference. Extraordinary emphasis is placed upon applications. A distinguishing feature of the book is its division into two parts, of which the first gives a general view with very few proofs, but with emphasis applications, while the second part (intended more especially for students preparing for college) lays greater stress on theory, but leaves most of the proofs to be supplied by the pupils. A large (we think excessive) amount of symbolism is used in the proofs. Trigonometric ratios are introduced in part one. Using this book with small classes, a live teacher who is not overburdened with work, may reach fine results. With large classes, a teacher having 20 or 30 class periods per week, will find the text impossible. No high school course in geometry is worthy of the name if it does not demonstrate. The present text assumes that the pupils and the teacher elaborate the proofs. There are numerous historical and bibliographical notes, most of which are good.

FLORIAN CAJORI.

**College Teaching**—By Paul Klapper. World Book Company, page 596.

It is perhaps true, as the author affirms, that "there exists among college professors an active hostility to the study of pedagogy; and that they feel that one who knows his subject can teach it." With other parts of our educational systems, this attitude is less common. From the time of Pestalozzi and Froebel there has developed a practice in elementary instruction based upon a theory including the processes of learning and teaching, the nature and interests of child life and the principles that underlie the art of schooling. That there is a maturing sci-

ence of teaching to make the practice in all early schooling both rational and predictive is now pretty generally accepted. On important phases of secondary instruction, also, there has grown up, within the present century, a rich literature based upon a fairly distinct and organized philosophy of youth and youths' maturing. Of college and university, it may be said much of it is good—by the grace of God. Little of it is directed by any recognized normative science. Yet among youth of both sexes, and more or less unlike for the two sexes, there are problems of learning and teaching, by academic and occupational direction and preparation, that are only incidentally scholastic, and study on the part of the college instructor, which call for open-minded and painstaking. The subject-matter of college curricula has been immeasurably changed in both quantity and quality within a generation but the method of using it in schooling is often informative only, mechanical and mediaeval. The end is yet held to be knowledge, and not growth of initiative or steadiness of self-directed purpose. Yet these are qualities most to be coveted by youth were they conscious of their own needs—chastened interests, trained faculty, resourceful imagination and the power and disposition for problem solving and human uses. The paucity of a literature of college teaching is not, therefore, due to the lack of educational problems, but to a tenacious tradition in the lecture rooms that teaching is conveyance, and the more learned the instructor the better the teaching. In chemistry, for example, the method is made to include the lecture, the recitation is a quiz, and the aim accumulation of facts, with no hint of use except in the formal laboratory course. Emphasis is put upon "continued research work by the teacher," and seven lines, only to the possible future of "chemistry in the daily life." Much the same may be said of the treatment of physics. There is no recognition of any basic principles of teaching; only a system of facts. One contributor says: "The future college teacher will profit more by noting the methods employed by his instructors than by the theoretic discussions relating to methods." One says, "the exclusive lecture system is intolerable, and the same is true of the quiz." But there is no recognition of any principle that makes them intolerable. Another admits the "fundamental principle of pedagogy that there can be no development without the activity of the learner's mind. It is scarcely necessary that these few discussions should have been singled out except that their handling is typical of that of most others. Certainly an exception should be made of the "Teaching of English Composition," and a chapter on the "Teaching of Biology." From the first sentence in the latter that "the life sciences, broadly conceived, are basal to all departments of knowledge," and that of the three needs of the student—cultural, applied, and propaedeutic, "the general human needs should have first place in organizing the courses in biology," to his paragraph on "appreciation, attitudes and ideals as aided by biology," there is developed a fairly satisfactory base for a ninteresting section on "Method of Teaching as Conditioned by the Aims Outlined."

It is almost the only chapter in the book that wholly escapes the scholastic aim and the academic method.

Mr. Klapper, the editor, is sponsor for a pioneer book in this field. Nicholas Murrau Butler may be called co-sponsor, for he writes the introduction. The teaching of 7 college subjects is included, each treated by a specialist in his department. Nineteen institutions were drawn upon for contributions. A general outline was submitted by the editor which each writer was supposed to follow. This included the aim of the subject, its place in the course, the organization of the subject, method of teaching it, most questions in teaching it, and the means of testing the results of its teaching. Each chapter is followed by a pedagogical bibliography. The editor himself writes the chapter on "General Principles of College Teaching." He affirms that "the field of college pedagogy is still virgin soil, and no significant or extensive program for improved methods of teaching has yet been advanced." Of the college teacher, he says, "unlike teachers in other grades of an educational system, he is expected to teach without a knowledge of educational aim and ideals, and without a knowledge of the psychological principle which should guide him in his work." The careful reading of these 40 pages is recommended to college teachers of whatever department.

With all its shortcomings it is yet a book to be welcomed as a stimulus to other studies and one whose full significance will appear years hence when college teaching has been rationalized as it is coming to be.

**How to Become an Office Stenographer.** By W. L. Mason. Isaac Pitman & Sons, Pages 192. \$1.50.

This is not primarily a stenography exercise book. It is not merely a manual of stenography. Typing has equal consideration. It is really a hand book of office practice. There are wise directions concerning getting and holding positions, essentials to office success; taking, transcribing and typing the business letter; business forms; filing and time-saving appliances, etc. It constitutes a standard reference on office business and office responsibilities. It supplements the work of the shorthand and commercial teacher and is a true guide to an office vocation.

**Nonsense Rhymes and Animal Stories.** By Alhambra G. Deming. 50c.

**Animal-Land Children.** By Margaret Flora. 55c.

**The Like-To-Do Stories.** By Laura R. Smith. 55c. (All by Beckley-Cardy Co.)

Here are three delightful books for little children; the first, a group of fairy tales regards training in the many needful small tasks and homely duties and group relations. The other two, animal stories to be used in the primary grades as teaching material. Here are the owl, the toad, the rabbit, butterflies and chipmunks, the woodpecker and the bee, and the tortoise, elephant and kangaroo and beaver. It is a rich menagerie of fun and wonder.

## CURRENT LITERATURE

**The Educational Background of Non-Americans.**

By Stephen C. Clement. Popular Educator, February.

A fine picture of the alien's dependence upon his foreign social heredity and the danger of any attempt at a sudden break with his past.

**Claims of the New Type Junior College.** By David B. Carson. Education, February.

"The work of the Junior College will round out the general education of America's youth and will be worth while."

**Revitalizing the Rural School Curriculum.** By Lawrence S. Averill. Education, January

Considers the various subjects of the school course in the reorganized rural school.

**Preparation of Teachers for Junior High Schools.** By R. W. Fairchild. School Board Journal, January.

A comprehensive but meaty statement of the functions, organization and curriculum, and the qualifications of the teachers of such schools.

**Indefinite Tenure of Office for Teachers.** By E. M. Benedict. School Board Journal, January.

Gives results of a questionnaire sent out, with a summary of reasons.

**Social Democracy in the High School.** By Elizabeth Thorndyke. Ohio Educational Monthly, January.

A keenly critical discussion of the aristocratic tendencies of the high school—in manners, in dress, in ideals, in social relations, etc. A valuable article.

**High School Fraternities and Sororities.** By James H. Harris. Journal of Education.

"Advocates the frank recognition of them in the high school and their control under a half dozen regulations which are given and discussed."

**Boys.** By R. S. V. P. Atlantic Monthly, March, 1920.

There are two fundamental truths about a boy: spiritually his action is always generative, and mentally his attention is toward pursuits, not persons.

**Cooperation in Normal School English.** By Julia McDonough. The American Schoolmaster, February.

"The present movement for greater efficiency in English will be of little avail without the harmonious cooperation of the great army of teachers."

**Leadership in the Superintendent.** By A. W. Edson. The American School, February.

"The three steps necessary to secure the best results of skilled supervision are (1) compulsory supervision by trained experts for all towns and cities; (2) legislative authority to act in certain matters; and (3) protection through tenure of office in the discharge of his duties."

**The Impending Crisis in Education.** By Charles T. Conger. Los Angeles School Journal, March.

"If school revenues are insufficient to meet

the expanding needs of the times it is manifestly the duty of school boards to so inform the public, scrutinize the assessment rolls more closely, and demand new legislation that will tap new sources of revenue."

**Present Day's Tendency in Education.**—By Carey

Hickle. The Porto Rico School Review, March.

The one tendency of which the others are only phases, or symptoms, is "Equality of Educational Opportunity and the same fundamental and adequate education for all."

**State Scholarships—or Teachers in Training.**—By

James G. Riggs. "The American School Master."

Discusses the means of increasing the attendance and the output of normal schools.

**Pageantry in Rural Communities.**—By Laura N.

Frick. "School Education," February and March.

A very suggestive treatment of a school exercise, and for rural schools, too.

**Teachers' Advisory Councils.**—By Cora Bigelow,

Boston News Letter.

A sensible, open-minded consideration of the constitution and functions of teachers' councils, with application to the one in Boston.

**Psychological Tests in Schools and Colleges.**—

By S. S. Colvin. Education, March.

A study of the purposes (to discover the general intellectual ability of those tested) and the methods of such tests as a basis for the classification of pupils, diagnosing individual conditions, and advising as to scholastic and occupational purposes.

**The Schools Must Survive.**—By Hugh S. Magill,

Collier's, March 27th.

What the faithful teachers lose through inadequate salaries is inconsequential beside the inevitable result of our failure to give the right kind of educational advantages to all the 25,000,000 children in the schools.

**Pageantry in Rural Communities.**—By Flora M.

Frick. School Education, February and March.

A very suggestive treatment of a school exercise, and for rural schools, too.

**Teachers' Advisory Councils.**—By Cora Bigelow,

Boston News Letter.

A sensible, open-minded consideration of the Constitution and functions of teachers' councils with application to the one in Boston.

**Third Annual Report of the Federal Board for**

**Vocational Education.** Volumes I-II. Government Printing Office.

Volume I contains Vocational Education; volume II Vocational Rehabilitation. The former discusses local needs and agencies, national needs (very suggestive), agriculture, home economics, industrial and commercial education and employment management. Then follows a list of recent publications, a summary of progress by States and valuable statistical tables.



## TWO INTERESTING LETTERS ON WEBSTER'S SECONDARY SCHOOL DICTIONARY

Office Alhambra High School

Alhambra, California, Feb. 6, 1920

Hon. Will C. Wood  
Supt. Public Instruction  
Sacramento, California

Dear Supt. Wood:

*A question has arisen as to the power of high school boards to purchase Webster's Secondary School Dictionary under the provisions of the free high school textbook law.*

*Will you please render an opinion as a guide in this matter?*

Very truly yours,

(Signed) F. V. ROUTT  
Principal

Office Superintendent Public Instruction

Sacramento, California, Feb. 13, 1920

Mr. F. V. Routt  
Principal High School  
Alhambra, California

Dear Mr. Routt:

*In reply to your inquiry concerning the use of Webster's Secondary School Dictionary in the high schools, I wish to state that high school boards may purchase dictionaries for the use of students. While dictionaries are not listed under the law as textbooks, the desirability of their use and the legality of their purchase are, in my judgment, not to be questioned.*

Very truly yours,

(Signed) WILL C. WOOD,  
Supt. of Public Instruction

High school principals and English teachers realize that now is the time, while high school budgets are being made up, to include a thoroughly serviceable dictionary for every high school pupil. Webster's Secondary School Dictionary has proved its superiority.

Miss Elizabeth Wood, head of English department, Hollywood High School, Los Angeles, says of this book:

"Webster's Secondary School Dictionary is satisfactory in every way. It is more comprehensive than many larger dictionaries; its material is more easily accessible; it is attractive, durable, and inexpensive. The placing of the literary terms in the text proper, the careful derivations, the many synonyms, and the spelling of the past and present participles, are features I consider especially valuable."

Write for a copy of the booklet *Wright's Exercises in the Use of the Dictionary*, especially arranged for use with Webster's Secondary School Dictionary.

### AMERICAN BOOK COMPANY

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# NOTES AND COMMENT

## JEAN PARKER—TRIBUTE TO HER MEMORY

Miss Jean Parker, who for 40 years devoted her heart and soul to the education of the young, passed to her eternal rest on Thursday, February 26th, at the age of 78.

Jean Parker was born in Nova Scotia of sturdy Scotch parents, who in 1854 crossed the plains to establish a home in California. The mining district of Shasta attracted the family. Very soon, however, Jean was sent to San Francisco where she pursued her studies in the high school, then located on Powell street near Clay, and she was one of its first graduates. She returned to Shasta where she began her career as a teacher under the able direction of Mrs. Coleman, County Superintendent, for whom Miss Parker entertained an undying love and admiration.

Later the family settled in San Francisco and Miss Parker was elected a teacher in the Denman School in 1866. She rose in her profession, becoming Vice-Principal of the North Cosmopolitan School when its principal, Miss Kate Kennedy, spent a year abroad, Acting-Principal of the Rincon Grammar during the absence of Miss Cleveland, and Principal of the Haight Primary, which she left in 1880 to assume the principalship of the Broadway Grammar School.

Here she spent 21 of the best and happiest years of her life, guiding, directing, inspiring all who were associated with her. Her varied and extensive experience had specially fitted her for her new position. In addition, she possessed the rare ability to detect the particular aptitudes of every teacher in her corps, and never did she fail to develop and use to good purpose the talents she discovered in them. Never did she allow a good idea presented to her to drop out of sight or become lost. She surrounded herself with teachers who were as enthusiastic as she in the upbuilding of the school and the development of pupils. She valued the esthetics of life, as well as the necessities, so that singing, physical culture, drawing and coloring from nature, sewing, and "exhibitions" for the socializing of the district, became noticeable features of the curriculum carried on most successfully by her own ordinary corps at a period when only the three "R's" filled the time in other schools; and yet, the usual branches of study, including the three "R's" were kept up fully to the standard attained elsewhere. She never attempted to do anything herself that could be done by others, preferably spending her time and energy in supervising those in her charge.

She resigned her position as Principal of "her" school in 1901. In May of that year, Mrs. Mary W. Kincaid, President of the Board of Education, and Miss Parker's life-long friend, presented the following resolution, which was adopted:

"Whereas, By the resignation of Miss Jean

Parker from the Principalship of the Broadway Grammar School, the Department has lost a teacher of national reputation, with the highest qualities of noble womanhood, and one whose word and influence have been an inspiration to teachers, pupils and parents both at home and abroad; therefore be it

"Resolved, That in recognition of her eminent service to the cause of education, the name of the Broadway Grammar School be and is hereby changed to the 'Jean Parker School.'"

Her labors, however, were not destined to cease so abruptly, for a call came to her from Dr. Burk of the San Francisco State Normal School, and there for a season she helped to train the students who were preparing to enter the educational field as teachers.

Her immediate successor in the grammar school, Miss Amy T. Campbell, said of her: "This school could not have existed without the inspiration of Miss Jean Parker. She knew the new education before it poured in a beneficent flood over the land and she created while others evolved laboratory schemes of education. She made alive the latent genius of the assistants under her direction until they poured out the blessing of willing service."

Such a spirit as hers cannot die. It still lives in the people she knew, in the people she trained, in the school that shall bear her name indelibly engraved on its front through generations to come. Such as she well deserve the Master's praise: "Well done, thou good and faithful servant."

MRS. CELINA R. PECHIN.

The Registration Bureau of the California Teachers' Association is fully justifying the action of the Council of Education in authorizing its organization. Dozens of teachers have already registered. Every mail brings its quota. Several positions were filled during the past month at the best salary schedule now in force. Many good positions ranging from grade teachers to high school principalships are now available at salaries the best now prevailing. Teachers desiring the State-wide service of the Bureau should register at once. Write to C. M. Rogers, Manager Registration Bureau of the California Teachers' Association, 703 Nielsen Street, Berkeley.

Recent bond elections in California include one in the Union High School district at Oxnard, where the vote was 4½ to 1 in favor of the bonds. It is planned to erect a building on a twelve-acre tract. W. D. Bannister evidently has the support of his people. In the Tomales Union High School district a recent election carried a \$30,000 bond proposal by a large majority. Domestic science, manual training, and other extensions of the work are provided for. The recent vote on High School Bonds in Piedmont carried by a majority of 7 to 1. At

# Look Before You Leap

## Books That Have Been Tested and Not Found Wanting Are Safe to Adopt For Use the Next Four Years



Our records and the reports filed with the State Commissioner of Secondary Education for 1919-1920 show:

73 schools use	Huffcut's Business Law.....	22	use the nearest competitor
43 " "	Brigham's Commercial Geography.....	11	" " " "
160 " "	Moore & Miner's Business Arithmetic.....	80	" " " "
163 " "	Miner-Elwell Bookkeeping.....	114	" " " "
247 " "	Muzzey's American History.....	24	" " " "
71 " "	Cheyney's English History.....	4	" " " "
178 " "	Robinson's Medieval & Modern Times.....	73	" " " "
	or		
	Robinson and Beard: Outlines, Part II..		
	Breasted's Ancient Times.....		
163 " "	or	62	" " " "
	Robinson & Breasted: Outlines, Part I....		
37 " "	Waters' Agriculture.....	17	" " " "
107 " "	Caldwell & Eikenberry's General Science	113	" " " "
25 " "	Hough & Sedgwick's Human Mechanism	29	" " " "
102 " "	McPherson & Henderson's Chemistry.....	98	" " " "
245 " "	Wentworth-Smith Geometry.....	39	" " " "
239 " "	Hawkes, Luby & Touton's Algebra.....	61	" " " "
92 " "	Allen & Greenough's Latin Grammar.....	60	" " " "
106 " "	Long's American Literature.....	38	" " " "
196 " "	Long's English Literature.....	46	" " " "
26 " "	Bergen Botanies.....	20	" " " "
153 " "	Wentworth-Smith Trigonometry.....	20	" " " "



## New Editions Appearing in April

MILLIKAN and GALE'S PRACTICAL PHYSICS

MUZZEY'S AMERICAN HISTORY (Revised 1920 Edition).

GAYLEY and FLAHERTY'S POETRY OF THE PEOPLE (Rev. and Enl.)

ROBINSON and BREASTED'S EUROPEAN HISTORY (Anct. and Med.)

### GOOD BOOKS MADE BETTER

Revised editions of successful texts are generally most satisfactory—and therefore the most safe with which to stock up when purchasing FREE BOOKS.

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Fresno recently \$2,000,000 worth of 5 per cent. Fresno School Bonds were disposed of at par and accrued interest, \$1,630,000 worth being disposed of within a three-weeks period, the last of March and the first of April. Bonds to the amount of \$110,000 have been voted to add an auditorium, gymnasium and extra class-rooms to the Santa Ana High School. This school with its Junior College has an enrollment this year of 1012. In Bakersfield an issue of \$500,000 was endorsed 11 to 1. Not a precinct was lost. \$200,000 of this is to be used for a County High School. Alhambra Union High School will put nearly \$200,000 into a new building.

Dunsmuir has voted a bond issue of \$39,000 for a new Grammar School and \$24,000 for a High School in addition to \$15,000 previously voted. Of the \$1,075,000 issue first passed at San Diego it is planned to build two gymnasiums at the High School, two Junior High Schools, and additional grade buildings.

Thirty-five State Superintendents are reported to have been present at the Cleveland meeting of that section, and Dr. Winship affirms that our "State Superintendent, Will C. Wood, was always master of ceremonies."

Slowly the movement to federate the several state associations into a national representative body is winning its way. At the Cleveland meeting eleven state organizations met and had their program—California, Illinois, Iowa, Maryland, Minnesota, Missouri, North Carolina, Pennsylvania, Rhode Island, West Virginia, and Wisconsin.

A regional meeting of the American Library Association was held in Oakland the first of April, with representatives from Utah, Nevada and Northern California. The week following a similar meeting was held in Los Angeles. The theme for discussion, here as elsewhere, is the Association's aim expressed in its slogan, "Books for Everybody." The need for such a campaign is apparent from the fact that 60 million persons in the United States are without adequate opportunity for self-education through suitable books. It is hoped to extend the County Library system (having its greatest efficiency in California) through the entire country. Dr. Franklin P. Hill of the Brooklyn Public Library, Milton J. Ferguson of California, Chas. S. Greene of Oakland, Miss Mary E. Downey of Utah, Frank J. Payne of Nevada and others were active in the conference.

**State Teachers' examinations.** The annual examination for the State High School teachers' credentials will be held simultaneously at the University of California, Berkeley, and at the office of the State Board of Education, 417 Union League Building, Los Angeles, for three days, beginning June 28th. Any inquiries concerning this examination should be addressed to the State Board of Education, Sacramento, California.

**Wanted:** Teachers desiring profitable employment in vacation or after school. Apply immediately to Houghton, Mifflin Co., 2A Park Street, Boston, Mass.

## Modern European History

Another Book By

**DR. HUTTON WEBSTER**

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I. It will complete the series of which *Early European History* is the first volume.

II. It will cover the period from 1648 to the rejection of the Peace Treaty by the United States Senate.

III. It will possess the same mechanical excellencies of type, illustrations, paper and binding as the *Early European History*.

IV. It will, the critics report, maintain the same high standard of pedagogical excellence exemplified by the *Early European History*—a charming style, simple diction, short sentences; emphasis on social, economic conditions; suggestive helps and references and special studies.

V. It will give such a full treatment of England and the English point-of-view that a special course in English History will be unnecessary.

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## High School Texts

### On the State Authorized List

**GENERAL SCIENCE**—Lake. Teaches the pupil what he needs and what he can use. A thorough training in scientific thinking.

**WRITTEN AND SPOKEN ENGLISH**—Clippinger. The English for complete living—always practical but never commonplace.

**LECTURAS FÁCILES**—Wilkins & Luria. Simple yet idiomatic. Constant and varied drills, questions, and exercises.

**CICERO'S ORATIONS**  
**CAESAR'S GALLIC WAR**  
**LATIN FOR THE FIRST YEAR**

{—Gunnison & Harley. The famous "three in one" books, containing all the text, grammar and prose composition required for a year's work.

**ZARAGUETA**—Carrion & Aza. A delightful comedy, skillfully edited.

**CORRESPONDENCIA COMERCIAL**—Luria. Teaches how to write letters that are idiomatic, coherent, and spontaneous.

**VERGIL'S AENEID**—Burton. Free from all outworn theories, combining scholarship with insight into the needs and limitations of the immature mind.

**HIGH SCHOOL SONG BOOK**—Parsons. Just the book for recreational and assembly singing in high schools, and for community singing.

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W. G. HARTRANFT, Pacific Coast Representative, 565 Market Street, San Francisco

## Showing Our Medals

As a result of the recent Territorial Adoption of textbooks for schools for white children in

## Alaska

Tarr and McMurry's **NEW GEOGRAPHIES** (Two Book Series) were adopted as basal texts in the Fourth, Fifth, Sixth and Seventh Grades.

Beard and Bagley's **THE HISTORY OF THE AMERICAN PEOPLE** was adopted for exclusive use in the Seventh and Eighth Grades.

Baker and Thorndike's **EVERYDAY CLASSICS**, Fifth, Sixth, Seventh and Eighth Readers were adopted as basal texts in the Fifth, Sixth, Seventh and Eighth Grades and the Fourth Reader was adopted as a Supplementary text in the Fourth Grade.

O'Shea and Kellogg's **HEALTH AND CLEANLINESS** was adopted for exclusive use in the Sixth Grade.

Black and Davis' **PRACTICAL PHYSICS** was placed on the approved list of textbooks in Physics.

## The Macmillan Company

609 Mission Street, San Francisco, California

Say you saw it in the Sierra Educational News



### CALIFORNIA COUNCIL OF EDUCATION ANNUAL MEETING

(Continued from Page 292)

instructed to cast the unanimous vote for Mr. Cox. Arthur H. Chamberlain was nominated as Executive Secretary, President Cox being instructed to cast the unanimous ballot for Mr. Chamberlain, there being no further nominations. Mr. Stephens was the unanimous choice for Vice-President, the Secretary being ordered to cast the ballot for Mr. Stephens. The Oakland Bank of Savings was continued as the Treasury of the Association. The Secretary was authorized to open an account at a San Francisco bank and carry there a small cash balance. On motion, the salary of the Executive Secretary was ordered the same as last year (\$5,000), all other salaries to be met under the regular budget provisions.

The action of the Board at its former meeting was ratified, appropriating \$1000 for the promotion of the amendment campaign. An amount not to exceed \$100 was appropriated for N. E. A. headquarters at Salt Lake City next July. The President and Secretary were authorized to act in this matter in conjunction with Superintendent Fred M. Hunter of Oakland, California, Director of the N. E. A.

The President appointed as a budget committee Mr. Cloud, chairman; Mr. Chaney and Miss Willis. Meeting adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

Data given below on Free Text Books' cost in relation to enrollment is submitted by Principal N. L. Glascock of the San Mateo High School. Mr. Glascock has developed the matter fully and has kept careful records:

	Day	Evening	Cost
1915-1916	279	168	\$1414.85
1916-1917	323	219	253.68
1917-1918	350	337	730.32
1918-1919	376	453	464.40
1919-1920	435	445 (to date)	1259.54

Some increased salaries promised for next year: San Jose has officially set salaries of elementary teachers at \$2000 per year and of High School teachers at \$2400 per year.

Pacific Grove—High School \$1800 to \$2400; Elementary—\$1500 minimum.

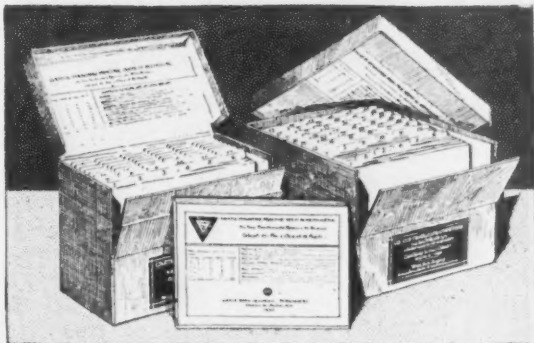
Stockton—High School—A flat increase of \$480.

Livermore—High School—24% per cent.

The San Francisco Teachers' Association has asked for a substantial raise in salaries. San Francisco led for many years in the payment of higher salaries than any other coast city. It is now outclassed by Portland, Seattle, Oakland and Los Angeles.

At Santa Ana, California, there was carried on January 13, a high school bond election for \$110,000. This is for a high school auditorium, a gymnasium for both boys and girls and additional class rooms. The vote was nearly 5½ to 1 in favor of the bonds. The schools of Santa Ana have attained high standing in recent years.

### When Can Standard Tests Be Given Without Costs?



THE answer is—when schools are equipped with the cabinets of the COURTIS STANDARD PRACTICE TESTS IN ARITHMETIC (1920 Revision). Here is the explanation: the cost of the material that pupils use in taking the *Courtis Standard Research Tests (Arithmetic, Series B, Form 2)* is about one cent per pupil for each test. The cost of the material that pupils use in taking the *Courtis Standard Supervisory Tests (Arithmetic, Tests A and B)* is also about one cent per pupil for each test. When schools are provided with the COURTIS STANDARD PRACTICE TESTS IN ARITHMETIC there is no necessity of buying the material for pupils' use in giving those research and supervisory tests. If the research tests are given twice a year and the supervisory tests four times a year, the cost of the cabinets will be reduced to nothing in less than three years. During all this time and for years to come (until the cards wear out), there are sufficient practice test cards to use every day in scientific drill work. Superintendents who wish to measure the work in their schools in arithmetic can do so without cost by providing themselves with COURTIS STANDARD PRACTICE TESTS IN ARITHMETIC. The Revised Bulletin No. 5 explains how this can be done. It will be sent on request.

**WORLD BOOK COMPANY**  
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## FIVE ATLANTIC TEXT-BOOKS

are now on the California State list and are thus available for use in all of the high schools of the State.

### ATLANTIC CLASSICS, First Series

### ATLANTIC CLASSICS, Second Series

For the class in American literature. These books will deepen and enrich the imagination, cultivate high ideals of life and conduct, and give a knowledge of the best in recent and contemporary literature.

### ATLANTIC NARRATIVES, First Series

### ATLANTIC NARRATIVES, Second Series

For the study of the Short Story. They also serve to improve the pupil's power of self-expression by stimulating thought and by supplying information and models of construction.

### ESSAYS AND ESSAY-WRITING

For the composition class, or for the study of the familiar essay. With this book used as the basis for the course in essay-writing, the traditional dryness of such a course cannot prevail.

*The use of these texts will do much to overcome the idea that some young people have that literature is an art belonging to the past.*

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## RATIONAL TYPEWRITING WINS THE CALIFORNIA STATE CHAMPIONSHIP

**S**TUDENTS of Rational Typewriting won the first ten places in the California State Typewriting Championship at the Business Show at San Francisco, March 8, out of a field of 78 contestants.

Student	School	Gross	Errors	Words Per Minute
Stella P. Boyden	Sacramento Secretarial School.....	900	5	57
Adrienne Enright	California Commercial College, L. A.....	1047	21	56
Rhoda Palmer	Munson School for Private Secretaries.....	985	16	55
Fairah L. Harber	Sacramento Secretarial School.....	826	5	52
Avis Sutfin	Marysville High School.....	913	14	52
Josephine Gillardin	St. Anthony's Commercial Department.....	876	13	50
Alma Collis	Millers' Private School.....	970	24	49
Kathryn Ludy	Calif. Brownsberger Commercial School.....	909	19	48
Ruth Holland	California Commercial College.....	927	21	48
Miriam Beckwith	San Jose High School.....	871	17	47

In the recent Chicago School Contest held at the Chicago Business Show, the first ten places in the Typewriting Championship were won by students of Rational Typewriting.

Rational Typewriting always wins—in the schools, in the contests, and in the business office—because it is based on the correct learning principle.

Rational Typewriting is used by a majority of the schools throughout the country.

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**SUMMER SESSIONS IN CALIFORNIA**

- California School of Arts and Crafts, Berkeley  
F. H. Meyer, Director  
June 21—July 31
- Defective Speech Correction School,  
San Francisco  
Mrs. Mabel Gifford; Mr. G. S. Farrington  
July 7—Aug. 2
- Institute of Music, San Francisco  
Arthur Conradi, Director  
June 21—July 31
- Miss Swope's Summer School  
Berkeley June 28—July 16
- Long Beach July 26—Aug. 13
- Mt. Shasta Summer School (Chico Normal) Sisson  
C. M. Osenbaugh, President  
June 21—July 31
- San Francisco State Normal, San Francisco  
H. B. Anderson, Dean  
June 28—July 30
- Sierra Summer School (Fresno Normal)  
Huntington Lake  
W. B. Givens, Dean, Fresno  
June 28—Aug. 6
- Stanford University (Summer Quarter)  
The Registrar, Stanford University  
June 22—Sept. 3
- State Normal School, San Diego  
E. L. Hardy, President  
1st half, June 28—Aug. 6  
2nd half, Aug. 9—Sept. 3
- State Normal (Summer Quarter) Santa Barbara  
C. L. Phelps, President  
1st half, June 28—Aug. 6  
2nd half, Aug. 9—Sept. 17
- University of California, Berkeley  
Walter Morris Hart, Dean  
June 21—July 31
- University of California (Southern Branch)  
Los Angeles  
Monroe E. Deutsch, Dean  
June 21—July 31
- University of California, University Farm, Davis  
S. H. Dadisman, Supervisor of Teacher Training  
Courses  
June 21—July 31
- University of Southern California, Los Angeles  
Rockwell D. Hunt, Dean  
June 28—Aug. 6
- Outside California:**
- Oregon Agricultural College, Corvallis  
M. Ellwood Smith, Director  
June 21—July 31
- Stout Institute, Menomonie, Wisc.  
L. D. Harvey, President  
June 28—Aug. 29
- University of Nevada, Reno  
Abbie Louise Day, Director  
June 21—July 30

The California School Masters' Club of the Bay Section banqueted on the evening of April 10 in San Francisco, the occasion being the 20th anniversary of the foundation of the Club. Chairman Archibald B. Anderson of the San Francisco Normal School provided a veritable intellectual feast in presenting Dr. Jordan, who spoke upon "Twenty Years of California Education," and Dr. Tully C. Knoles, President of

# Summer Session

## State Normal School of San Diego

Term I—June 28 to Aug. 6 (6 weeks)

Term II—Aug. 9 to Sept. 3 (4 weeks)

### FOR CLASS ROOM TEACHERS

Term I, June 28 to August 6

This period of six weeks has been set aside, particularly, to meet the needs of class room teachers—for professional improvement, cultural studies and recreation.

### PROFESSIONAL STUDIES

Psychology — pedagogy — tests and measurements — the problem-project method—class room methods—all illustrated by the work of the training school and special demonstration lessons, open to all teachers.

### CULTURAL STUDIES

In history, literature, sociology, geography, Spanish, etc. Send for bulletin.

### RECREATION

Excursions, week-end outings, boating, bathing, etc.—everything that Southern California has to offer in San Diego's remarkable combination of mountains, bay and seashore.

**NOTE—Climate Conditions** for work and play are ideal. The mean temperature for July and August is a little under 70 degrees Fahrenheit.

### FOR REGULAR STUDENTS

The regular professional normal school courses are offered. Send for bulletin.

### FOR ADVANCED STUDENTS

In Term II, professional seminars will be held, with daily sessions in pedagogy, history and English.

**No Tuition Fees.** The courses are free to all students and teachers.



## from Carlisle, Penn'a "100% teeth!"

"MY sister, who came from Carlisle, Pa., told me a very interesting Colgate story and also asked if I would present a request to you for some trial tubes of your dental cream for use in welfare work in Carlisle and Cumberland County. The club women of Carlisle want to continue the work which is made plain by this Colgate story.

"In a survey of the county, Dr. Bashoar, Carlisle dentist, was surprised to find a township school in which all the pupils made 100 per cent showing on their teeth. As this was so much in contrast to the results in adjoining farming sections and in Carlisle, he made inquiry, which brought forth the explanation that a few years ago their teacher had obtained Colgate's Dental Cream, used it in daily tooth brush drills, and established the habit that resulted in the showing that astonished Dr. Bashoar.

"Dr. Bashoar tells the Colgate story in his talks throughout Pennsylvania. My sister says the pupils of that township will use Colgate's only."

(Name of writer on request)

Enliven your  
dental hygiene  
lessons—send the  
coupon today.

Colgate & Co.

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I am a teacher in  
the .....  
school, District No. ....  
having in my direct  
charge ..... scholars.

Will you please send me,  
free of charge for school  
work only, trial tubes and re-  
minder cards for all my scholars?

You may refer to (name of School  
Superintendent or Member of School  
Board) .....

Your Name .....

Town .....

Population ..... County .....

State .....

(If there is no express office in your town, write  
here accurate express shipping address .....

.....) (This offer good only in U.S.A.)

### You, too, can have COLGATE Classroom Helps—FREE!

... and as the standard of oral efficiency was raised in Carlisle, so can you impart additional value to your dental hygiene lessons through the use of Colgate educational material.

If you have not already taken advantage of the Colgate offer to supply free classroom helps, it is not yet too late to send for this material.

As a teacher, you are entitled to these hygiene helps once in each school year. You receive enough trial tubes of Ribbon Dental Cream to supply each one of your pupils.

With the trial tubes we also send you: Reminder cards which the pupils sign as daily reminders to care for their teeth; dental lectures for you to use in impressing the children with the necessity of twice-a-day brushing; clever little jingles of the jungle to inject livelier interest into the subject of dental hygiene for little pupils; and other practical information.

And so that you, too, may know the value of Ribbon Dental Cream we send you for your personal use a dainty packet containing a tube of Colgate's, and trial sizes of Charmis Cold Cream and Cashmere Bouquet Talc.

Many teachers who have already received Colgate Educational Material use the "store" game for teaching arithmetic. We will send a supply of "dummy" Ribbon Dental Cream cartons for use in this game upon your request.

COLGATE & CO.

Dept. 18

199 Fulton St., New York



Say you saw it in the Sierra Educational News



the College of the Pacific, on the "Ultimate Test of Democracy." Mr. Frank Morton, the first Secretary of the Club, called the roll of the 100 charter members, a considerable number of whom were present. Communications were read from a number of others now located throughout the country. Guests from the southern part of the State, who had been attending the State Council meeting, were Superintendents Stephens of Long Beach, West of Pasadena and Stewart of Santa Barbara.

Superintendent H. B. Wilson, of Berkeley, was elected President of the National Society for the Study of Education at the recent Cleveland meeting. Dr. Wilson has just been called to Honolulu to participate in the proceedings incident to the Centennial celebration there.

In the opinion of State Superintendent Wood California will be short 1200 teachers next year unless heroic measures are used in the next few months.

At a recent meeting in San Mateo the Junior High School was unanimously endorsed by the school district Congress of Mothers and Parent-Teacher Associations. The resolution was referred for final action to the State organization in Los Angeles in May. Similar action was taken in favor of hot lunches for schools.

Mention is made of a venture of the University of Utah to hold a summer session in the mountains twenty miles from Salt Lake City. Such a school has been held in the Sierras by the Fresno State Normal School for some years with marked success. This year, for the first time, the Chico Normal will hold a summer session at Sisson, foot of Mt. Shasta.

Along with other higher institutions of learning, Mills College seeks and deserves additional support. It is a public college. It has its charter from the State of California. It is open to all women. It is conceded throughout the East to rank with Vassar, Wellesley, Smith and other women's colleges. Universities everywhere that have accepted former Mills students in post-graduate work have placed this college on their highest preferred list. It has the confidence, wherever it is known, and should receive generous support. During the last four years the enrollment has increased over 300 per cent. The \$2,000,000 sought is badly needed.

A recent report by the U. S. Bureau of Education on "Industrial Schools for Delinquents" shows 135 such institutions in the 48 States and 63,762 inmates. Of these 81 per cent are receiving more or less education while under commitment and 68 per cent are learning some trade. In the three California schools reporting 1513 inmates, all of the girls but only 78 per cent. of the boys are given trade training. Half the girls and barely 5 per cent. of the boys are enrolled in school classes. As these institutions are supposed to be corrective, not punitive, in their purposes, one wonders if the condition in California is correctly reported.

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# The Paper Situation

From all over this country come reports of advances in price of newspapers, also cutting down of their advertising space. This is caused by the shortage and does not apply only to newsprint but to all grades of paper.

Orders should be placed at once for all school supplies and they will be filled in the order they are received, deliveries to be made in time for opening of the school year and payments can be made as though orders were placed at that time.

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The last annual report of the General Education Board shows productive investments of nearly \$44,000,000 and available for disbursement more than \$11,000,000. Eleven colleges have been aided; four professional schools; four State School Surveys and co-operation with 13 states for improvement of their schools. Nearly a million dollars were spent on negro education. It is a generous and apparently a wise service being rendered.

Every primary teacher should have and freely use Bulletin 1919, No. 69, being the proceedings of "The National Council of Primary Teachers," February, 1919, and now issued by the United States Bureau of Education. On school-room equipments, number of pupils, daily program, and so forth.

Community Americanization, issued by the Bureau of Education is a real handbook for workers. After a chapter in which are discussed the general principles of the work and a series of suggestions for a community survey, both the educational and social relations of the problem are considered in a very helpful way. School-board members, superintendents and teachers, social workers, welfare organizations and employers of labor should all find the bulletin worth while.

E. A. Ross, who will be remembered by many Californians as formerly of the Stanford faculty, has become editor of a series on the Social Sciences, to be issued from the press of the Century Book Company. This will be a welcome addition to college texts on social problems.

The Inland Empire Teachers' Association met in annual session March 31-April 2, at Stockton. There was an elaborate program for the general body and for 30 sections. Dr. M. L. Burton, President-elect of the University of Michigan, and Hugh Magill, Field Secretary of the N. A., were scheduled for addresses.

Among the Victor records will be found an increasing number of distinct educational value, many of which may be used effectively with any school curriculum. Teachers will not fail to avail themselves of these teaching means wherever there is available a Victor machine.

An interesting addition to the list of educational papers is "The Junior High School Clearing House," just issued in the interests of Junior High Schools everywhere. It hails from Sioux City, Iowa, under the management of the Superintendent of Schools and S. O. Rorem, Principal of the East Junior High School. It has for its sponsors also 14 well known men, among whom are: Thos. H. Briggs, C. O. Davis, Chas. H. Judd, and Jas. H. Van Sickle. The subscription is \$2. Among the articles in this first number are "What is a Junior High School," "Latin in 7th and 8th Grades" and a table of 360 such schools in 40 states. Nearly one-half of them are in a half dozen states—California, Indiana, Massachusetts, Michigan, Ohio and Pennsylvania.

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Merced, California  
April 2, 1920

To All Planning an Outing During 1920:

You are cordially invited to make the Yosemite headquarters for your 1920 outing. It will cost you little and you'll have the time of your life. You can conveniently reach Merced over the Southern Pacific or Santa Fe. Here you will take the Yosemite Valley Railroad to El Portal, thence by auto stage to the floor of the Valley. And all the way from Merced, you'll enjoy the constantly changing vistas of valley, river, canyon, mountain, waterfalls. The trip is easy, comfortable, inexpensive.

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Whether you come now or wait until May, June or July, you'll enjoy the Valley and the Park, the "Eighth Wonder of the World." Your visit will bring you rest, recreation, health. Be sure to start a 1920 "Yosemite Outing Fund." And be sure to read our May message in the "News."

Cordially yours,

O. W. LEHMER,  
General Manager, Yosemite Valley Railroad,  
Merced, California



The New England Association of Colleges and Secondary Schools reports a membership for 1919 of 355, 75 per cent of whom are men. The California High School Teachers' Association usually has twice as many; and the Principals' Association over 300.

W. H. Murdock, known both officially and professionally as the educational representative of the G. & C. Merriam Company, handling the Webster Dictionary, has been put in charge of their educational department. The News joins with other friends on this coast in congratulating both parties.

In the February issue of the Sierra Educational News appeared a report upon Latin in the High Schools, credited to Edith Gamble, Chairman. A note from her assures us that Dr. Conrad of the University High School, Oakland, and Miss E. Martens of the Technical High School shared in the preparation of the report. We gladly make this correction.

Mr. Frank A. Vanderlip, for years President of the National City Bank of New York, recently affirmed that "Teachers salaries are worth only 40 per cent. of what they were worth in 1914." In other words a \$2200 salary now would have the purchasing power of \$880 then.

Detroit has made \$1500 a minimum salary for teachers—perhaps the highest minimum in the United States.

Teachers in one-room schools in Baltimore County, Maryland, begin teaching at \$1100 with a maximum of \$1500.

Sandusky, Ohio, establishes a minimum of \$1290 and a maximum of \$1680 for grade teachers.

Iowa has 231 consolidated elementary schools, and but 18 counties out of her 98 without them.

Ontario, Canada, has adopted a minimum wage of \$1200 a year for elementary teachers holding second grade certificates only. It promises well for those of more extended preparation.

From the Los Angeles City schools, according to the local papers, 10 per cent. of the teachers resigned within a year, and are reported to have quit the profession to enter other and more gainful occupations.

Santa Ana with a relatively large foreign population, chiefly Mexican, has been making an interesting study of the problem of Americanization, through the Department of Research, under Mary Bess Henry, Director. Among the practical results of this investigation, is the establishment of three separate Mexican schools. Two of these schools have separate buildings with three teachers each, the other occupying a single room. The former are built so that two large rooms may be thrown together for social or community or general public gather-

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ings. An interesting feature of the provision is that the rooms are used.

In the March issue of the *Western Journal of Education*, Editor Harr Wagner has a most delightful article on his impressions of the recent meetings at Cleveland and Chicago. While analyzing the main features of these conventions, Mr. Wagner's portrayal of people and events is most fascinating.

A suggestion from Louis F. Best of the Sacramento School Department is worthy of passing on. It is that when sending out through the State or Nation a questionnaire, in order to secure certain information, that the same type of information desired be given by the originator of the questionnaire relative to the school or system with which he himself is concerned. This would tend to simplify and help along studies of the same nature as the one undertaken by the questioner, and is courteous as well as professional and expedient.

As serviceable in the work of Americanization, Fred Clayton Butler, director of Americanization, Bureau of Education, names the following agencies: State Chambers of Commerce, State Federation of Labor, State Association of Manufacturers, State Departments of Education, of Health, of Industrial Relations, University extension departments, the State and County Library System, Federation of Women's Clubs, special educational branches—home economics, kindergartens, nursing, State Y. M. C. A., Y. W. C. A., K. C., Scouts, and racial groups.

According to official documents of the 48 states, the superintendents of nine are appointed by the State Board; in 32 states they are elected by popular vote.

Of 175 entries under 34 heads in a recent bibliography by the U. S. Bureau of Education, the largest number were upon teachers' salaries, and the next upon tests and measurements. This is significant of professional interest for the moment at least.

The Superintendents' section of the N. E. A. in 1895 enrolled less than 800; in 1920 at Cleveland, nearly 10,000. At the former meeting, four topics only were discussed—training of teachers, correlation of studies, city school systems, and individualism in mass education. At the latter there were 59 different organizations and departments and 104 separate sessions.

"Salaries and the Teacher Shortage" is the title of a splendid 12-page bulletin prepared by Principal Walter H. Nichols of the High School at Palo Alto. This was used as a syllabus for discussion at the recent High School Principals' convention at Asilomar, and treats of adequate salaries, the principals that are basic in forming salary schedules, the financial problems of the high school district, and suggestions as to ways and means of securing proper consideration.



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Miss Elizabeth S. Adams, Educational Director, the Gregg Publishing Company, was one of the invited speakers at the Empire Teachers' Association at Spokane in March. She is traveling through Washington, Idaho, Utah and Arizona, and will attend the Arizona State Teachers' Convention, University Week, April 19, at Tucson.

President C. L. Phelps of the Santa Barbara Normal School was the principal speaker recently at a meeting and banquet of the Kern County School Masters' Club, held at Wasco. The President of the Club is C. C. Hill, Principal of the Wasco High School.

In Humboldt County, out of 237 teachers, 131 hold membership in the C. T. A., over 45 per cent. of the entire teaching body of the county. When we consider that this county is so far removed from the section centers that the teachers never attend a section meeting, this membership betokens a high professional interest. Other outlying counties would find it to their advantage to make so good a showing.

The State Board of Education held its quarterly meeting at Sacramento March 22-27. Of the important items of interest from the proceedings, it is noted that Pomona College was accredited for the granting of High School credentials, beginning with the college year 1920-21; the Board declared as its policy not to lower the standards for those entering the teaching profession, even at this time when there is such a scarcity of teachers; there was advocated the providing of sufficient funds to pay teachers a proper wage.

The school supply store of Cunningham, Curtis & Welch Company of Los Angeles, at the new store, 723-725 South Hill Street, have put a complete department of Milton-Bradley Kindergarten materials under the charge of Miss Wolfe, an experienced kindergartener. Miss Wolfe has been a teacher in Los Angeles city schools for the last six years.

The State Convention of the California Congress of Mothers and Parent-Teacher Associations of which the Los Angeles Federation is a part, will be held in Los Angeles, May 18 to 21. The Los Angeles Federation will act as hostess. Over a thousand delegates are expected, besides the general membership. Nationally-known speakers and educators will appear on the program. The State Executive Board at its last meeting unanimously endorsed legislation providing for a minimum salary of \$1200 per annum for elementary school teachers.

Zaner & Bloser Company, Columbus, Ohio, publishers of Zaner Method Writing, announce that the Zaner Method has been readopted for the elementary schools by the California State Board for a period of four years. The publishers state that they anticipate still better results during the second period than were obtained during the first period. Teachers are now more familiar with it and can handle it more effectively.



¶ We go on record as being emphatically in favor of increased salaries for teachers.

¶ We are cognizant of existing wage scales paid the teaching profession and consider them inadequate.

¶ We shall lend every possible effort to aid teachers in their fight for a living wage.

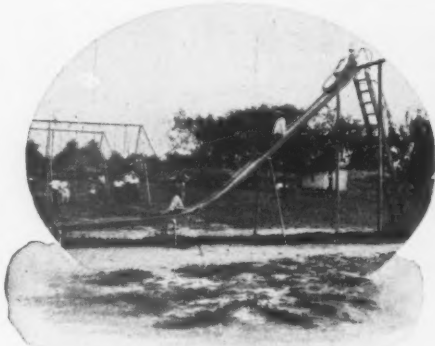
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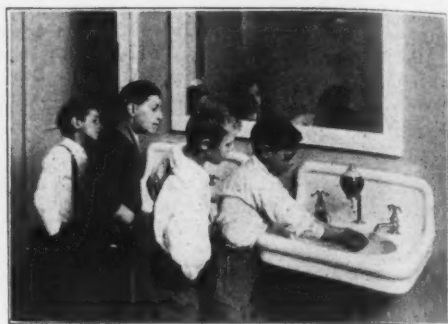
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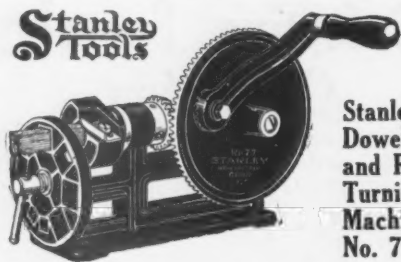
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As indicating the attitude of many business men, and reflecting the public sentiment on the necessity for higher salaries for teachers, note the following. Greater significance attaches to the utterance of Mr. Mysell when it is realized that it was made fifteen months ago. (Editor).

Copy of statement appearing in San Francisco "Examiner" of February 21, 1919:

#### **MORE PAY FOR THE TEACHERS**

By W. C. Mysell

To the Editor of "The Examiner":  
Sir:

We commend in highest terms your editorial in this morning's "Examiner" relative to increased salary for the school teachers of San Francisco.

The majority of us, with modified resentment, knew that the teaching profession is underpaid, but it devolves upon the power of the press to take the initiative measures that this condition may be speedily remedied.

Keep up the good start.

Yours very truly,

W. C. MYSELL, President,  
The Mysell-Rollins Bank Note Co.,  
San Francisco.

California is not the only State where teachers are moving for a constitutional amendment. We have from Oklahoma copy of an initiative peti-

*Higher Salaries Through Increased Service*

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**DIRECTOR OF SUMMER SESSION**

**Oregon Agricultural College,  
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tion now being circulated through that State. They propose a new section to the constitution providing for an ad valorem tax of not less than six mills, and not more than ten mills, this levied upon all property within the State. The distribution is to be the same as that of other common school funds. As with us, the work is being done by the teachers' association under the direction of the Secretary. California should be proud of the achievements of Oklahoma. They accepted our plan of organization some four years ago, and their organization now has a membership of 11,300.

**Members of the Milwaukee Teachers' Association** will contribute one day's pay to the fund to finance their campaign for higher salaries. There is still much dissatisfaction in Milwaukee with the salary schedule, and petitions have been presented to the board from high school teachers, teachers of cooking, manual training, the extension department, and teachers of the deaf. It is expected that the grade teachers will soon insist on a minimum of \$1,200 and a maximum of \$2,100.

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 Present Address ..... Home Address .....  
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EDUCATION—Give clear statements, dates, degrees, honors, etc.

Education	Name of School Attended	No. Yrs. Att'd.	Did You Grad.?	Year Grad.	Courses Taken	Deg. Rec'd.	Honors Rec'd. Office Held
High School							
Normal							
Coll. or Univ.							
Post Grad.							

Give Record of Experience. How many years taught?

From DATE to	Where Employed	Your Position	Branches Taught	Salary

Age ..... Height ..... Weight .....  
 Health ..... Bodily Defects? .....  
 Nationality? ..... Race? ..... Married? .....  
 Salary Received? ..... Salary Expected? .....  
 Lowest Salary Probably Accept at Start? .....  
 Where now Teaching, or Past Year? .....  
 How Many Years of Experience? .....

Kind of Teachers' Certificate now in force .....  
 Based on Exam. or Grad.? .....  
 Foreign Languages Spoken .....  
 Do You Sing? ..... Can You Lead Singing? .....  
 Can You Teach Music in Grades? ..... Drawing .....  
 Can You Lead Band? ..... Orchestra? ..... Instr. Play? .....  
 To what Church do You Belong? .....

Semester Hours Credit in Department of Education? .....

- 1—Grade subjects you teach .....
- 2—High School subjects you teach .....
- 3—Your special subjects .....
- 4—Position desired .....
- 5—Write choice of states in order of preference .....

## REFERENCES

Name	Address	Official Position
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Upon my acceptance of a position in any school thru your services I agree to pay The Rocky Mountain Teachers' Agency five per cent commission of the first year's salary. The commission is due when position is accepted. One third of the commission may be paid upon acceptance and a note given for the remainder payable at the end of the first month after school commences.

Date ..... 1920

Signed .....



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This is the Fourteenth of a series of Outlines  
on the

### **“PRODUCTION AND DISTRIBUTION OF MILK”**

The health and lives of babies are too important to be endangered by disease. The demand, several years ago and before the milk industry was as well organized as at present, for milk which should be absolutely free from disease led to a co-operative arrangement for milk production and handling between producer, distributor and medical society. Certified milk is milk produced under the direction of and certified by a local county medical society. In most cases it is produced under precautions identical with those carried out in surgical operations. It is an ideal product so far as cleanliness is concerned as no expense is spared in equipment or service in absolutely protecting the milk from dangerous dust.

Certified milk must come from cows which have passed the tuberculin test. It must contain not more than 10,000 bacteria (germs) of all kinds to the cubic centimeter (about 1-3 of a spoonful). This relatively low bacterial count—principally helpful bacteria—must be attained solely by measures directed towards cleanliness, proper cooling and prompt delivery.

Certified milk must be handled and delivered in sealed containers and on ice within thirty hours of its production. It must contain not less than 3.5 per cent. of butter fat and a minimum of solids not fat of 8.5 per cent. The dairy farm, milk room, milkers and dairy methods, utensils, etc., must all conform to the requirements of the Medical Milk Commission.

These Outlines are prepared for *School Room Use*—Especially in  
*City Schools*. They are *not* intended for Agricultural In-  
struction. Their Purpose is to Acquaint Consumers  
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